

For information about all the new TEXT-BOOKS consult the pages of the SCHOOL JOURNAL.

The increased demand for BETTER TEACHERS is giving the agencies more to do; see the advertisements in the SCHOOL JOURNAL.

THE SCHOOL JOURNAL.

NEW YORK AND CHICAGO.

VOL. XLI.—NO. 20.
E. L. KELLOGG & CO., 25 Clinton Pl. (8th St.) N. Y.

NOVEMBER 29, 1890.

\$2.50 A YEAR; 6 CENTS A COPY.
Western Office, 185 Wabash Avenue, Chicago Ill.

BOOKS FOR INTRODUCTION.

Holmes' New Readers.

These books please everybody. If you want something new, neat, and excellent, you should have them. This is more than an advertisement: it is good advice.

Venable's Arithmetics.

An entirely new and thoroughly graded series of two books. Well up with the times and the best methods of instruction. See them. If you desire to keep moving with the world they are what you want.

Maury's Geographies.

Now too well known to need particular recommendation. Don't forget them when you want a new Geography. If there is one series better than another, there is good reason for believing it is Maury's. Thousands say so.

Gildersleeve's Latin Books.

If fine scholarship and a specially able and interesting author are wanted, these are the books for the Latin student.

To learn more about these works and terms for introduction, address the publishers,

UNIVERSITY PUBLISHING CO.,

66 and 68 Duane Street,

NEW YORK.

BEAUTIFUL BOOKS.

SUMMERLAND

A new volume by MARGARET MACDONALD FULLMAN, author of "Days Serene." With 63 Original illustrations, engraved on wood by Andrew, and printed under his directions. Size, 9 1/2 x 12 1/2 inches. Oblong quarto. Artistic cover of two colored cloths, beautifully ornamented, full gilt, \$3.75; Turkey Morocco, \$9.00; Tree Calf, \$10.00; English Seal Style, \$7.00. The gifted author of this new volume takes her friends "up the winding path that suggests the cottage life just over the hills, with its warm blue breathings of the hidden hearth"; over the "soft hills studded with flowers," made musical with the "chirp of birds and bleat of sheep;" into "meadows with perfumed air," beside "the brook fringed with flowing grasses and cool, quiet reflections;" thence to the softly gliding river. The treatment of the subject is such that the heart is touched, and made to feel that life hath much sweetness.

THE WOOLING OF GRANDMOTHER GREY

An Idyl of the Olden Time. Poem by KATE TANSATT WOODS. Illustrations by Copeland. Engraved and printed under the direction of George T. Andrew. Oblong quarto. Twenty-four illustrations. Gold or White Cloth, full gilt, gilt edges, \$2.00.

"There is much simple pathos in the opening scene where the old grandmother, seated beside her old husband, in front of the old fire-place, with seven little stockings of their grandchildren hanging from the old-fashioned mantel, recalls the details of their ancient courtship. The interest is enhanced by a series of appropriate pictures illustrating the events she recalls. Mrs. Wood's illustrated poem is a very beautiful gift, which will never cease to interest and delight its recipients."—*Woman's Journal*.

AN OLD LOVE LETTER

Miss JEROME's latest work. Designed and illuminated by IRENE E. JEROME, author of "One Year's Sketch Book," "Nature's Hallelujah," "In a Fair Country," "A Bunch of Violets."

New ILLUSTRATED CATALOGUE and ANNOUNCEMENT LIST sent free. Sold by all Booksellers, and sent by mail, postpaid, on receipt of price.

LEE & SHEPARD, Pubs., 10 Milk Street, BOSTON.

"A Message of the Bluebird," etc. Antique Covers, tied with silk. Boxed, \$1.00. Miss Jerome, in this, the sixth book of her matchless art-works, has entered a new realm of illustrative art, and has given us a beautiful combination of text and delicate illumination, in which artistic talent and tender religious sentiment are tastefully blended. Each page of this chaste volume contains an apt quotation from the New Testament, in which the spirit of Divine Love shines forth. These loving words are set in ornamental lettering, surrounded on each page by an original design illuminated in the old missal style of colors and gold, printed in facsimile of Miss Jerome's original drawings, producing a brilliant effect, the whole forming a delicate and exquisite love letter, which is marvelously executed and which will bestow pleasure upon all friends and lovers, whether young or old, who appreciate pure love. The covers, with appropriate designs, are printed on rich antique paper, tied with silk floss, which is secured to the cover by a seal. By reason of fitness of text and of its attractive style, no less than by its choice collection of passages fragrant with the breath of the love such as can be found only in inspired writings, this latest art-gem, with golden words, will appeal as a charming gift. "An Old Love Letter" is a suitable title, because it presents the spirit of love in the inspiring words of love, which have come down to us from the ages.

ALL AROUND THE YEAR—1891

Lee & Shepard's new Calendar. Designed in Sepiatint and Color by J. PAULINE SUTHER. Printed on heavy card-board, gilt edges with chain, tassels, and rings. Size, 4 3/4 x 5 1/2 inches. Boxed, price, 50 cents.

In addition to the calendar for each month each card contains a charming design and an appropriate sentiment, in delicate tints and colors. The cards are fastly tied with white silk cord, and a chain attached, by which they may be hung on the wall or elsewhere, and are so arranged on rings, that they may be turned over like the leaves of a book as each month shall be needed for reference.

NORMAL

MUSIC COURSE.
COURSE IN READING.
REVIEW SYSTEM OF WRITING.
COURSE IN SPELLING.

Young Folks' Library. MacCoun's Historical Publications. Welsh's Grammars. Stowell's Physiology.

Choice new Text-books and helps for nearly every branch of school and college work. Illustrated catalogue mailed free to any address.
SILVER, BURDETT & CO., Publishers, 6 Hancock Ave., Boston.
740 and 742 Broadway, New York. 122 and 124 Wabash Avenue, Chicago.

ARTISTS' MATERIALS

J. MARSCHING & CO.,

Importers and Manufacturers,

27 Park Place, **NEW YORK.**

The Amateur's Box, fitted Complete, \$3.00.



MARSCHING'S PETROLEUM COLORS.

The most brilliant and enduring colors for Artists' use in existence.

SEND FOR CIRCULAR.

WINSOR & NEWTON'S OIL AND WATER COLORS

Crayons, Pastels, Canvas, etc.

PAINTING OUTFITS IN LARGE VARIETY.

Easels, Drawing Boards, and Papers.

NOVELTIES FOR DECORATING.

DIXON'S AMERICAN GRAPHITE PENCILS

Have tougher, smoother leads that break less and mark easier than any other Pencils made.

—THE PRODUCT OF—

**American Industry. American Capital, American Labor,
American Materials, American Brains, American Machinery**

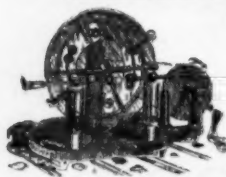
FULLY THE EQUAL IF NOT SUPERIOR TO THE FOREIGN.

If your stationer does not keep them, mention the SCHOOL JOURNAL and send 16 cents in stamps for samples worth double the money.

JOS. DIXON CRUCIBLE CO., JERSEY CITY, N. J.

QUEEN & CO., PHILADELPHIA.

Philosophical, Electrical
AND Chemical Apparatus,



FOR SCHOOLS
AND
COLLEGES.

Send for List
of Catalogues.

ANDREWS M'F'G CO.,
Manufacturers of the only
DOVETAILED SCHOOL FURNITURE
IN THE WORLD.



ANDREWS'
Globes, Tellu-
rarians, Maps,
Charts, of all
kinds, Black-
boards, Dust-
less Erasers,
and Crayons.

Just Published. Goff's Historical Map of U. S.
Plain, incisive and complete. Send for circular

Andrews M'f'g Company,
76 FIFTH AVE., Near 14th Street, N. Y.
A. H. Andrews & Co., 195 Wabash Ave., Chicago,
and Post and Stockton Sts., San Francisco.



Bank, Church,
School, Lodge, and
Office Furnishings.

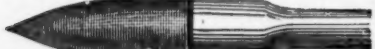
AMERICAN
Desk & Seating Co.
270-272 Wabash Ave.,
Chicago, Ill.
Write for Catalogues.



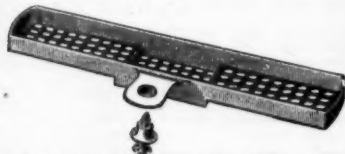
GIFFORD'S
Air-Tight Ink-Well

The only air-tight
school ink-well made
Can be easily attached to
any school desk
Sample, postpaid, 25
cents.

L. TARR'S NOISELESS POINTER.



Has rubber tip and suspending ring. The only
noiseless school pointer made. Sample, postpaid,
25 cents.



THE SCHOOL PEN & PENCIL CASE
Just out and the only case of the kind made
Can be easily attached to any school desk.
Sample, postpaid, 25 cts.

All these specialties are fully protected by
letters patent. Attempts to imitate will be
appreciated but not tolerated. Descriptive circulars
and special prices upon application. Dust-
less Crayons, Erasers, Globes, Maps, Charts, Slate
and Composition Blackboards, Standard School
Shades, etc., etc.

W. A. Choate & Co., Gen'l Sch'l Furnishers,
608 Broadway, Albany, N. Y. 61 East 13th St.,
New York. 5 Somerset Street, Boston.

STUDENTS, LITERARY WORKERS, AND THOSE
WHO USE THE BRAIN, MORE THAN THE BODY.
from excessive brain work, produce nervous exhaustion, headache, dyspepsia and sleeplessness.
This, is from using up the Vital energy of the brain, faster than food can supply.

CROSBY'S VITALIZED PHOSPHITES,
from the Vital principle of the Brain of the Ox, and the germ of Wheat, and Oat, is a special Food
for nourishing brain and nerves—it restores lost Vigor, increases the capacity for mental labor, and
relieves all forms of nervousness, and debility.
It aids in the bodily, and mental growth of children.
It is used by thousands of the world's most earnest Brain workers.
The formula is on every bottle, approved by eminent Physicians.
It is the only Vital Phosphate. It is not a laboratory Phosphate.

DESCRIPTIVE PAMPHLET FREE.
F. CROSBY CO., 56 W. 25th St., N. Y.; Druggists, or by mail, \$1.00.

GOLD
MEDAL,
1878.

JOSEPH GILLOTT'S
STEEL PENS.

PARIS
EXPOSITION,
1889.

THE FAVORITE NUMBERS, 303, 404, 604, 351, 170,
AND HIS OTHER STYLES
SOLD BY ALL DEALERS THROUGHOUT THE WORLD.



FOR PUPILS IN
Normal School,
High School,
Seminary,
Institute,
College,

★ PINS,
CLASS RINGS,
MEDALS,
★

PINS FOR
Fraternalities
and
College
Societies.



F. R. STOCKWELL,
19 John Street, NEW YORK.
State Nor'l. School, Indiana, Penn.
We received the class pins all
right yesterday evening, and we
are all very much pleased with
them. HARRY H. FISHER,
Class Secretary.



IF NOT, WHY NOT?

Samples of the leading num-
bers for Schools and corres-
pondents will be sent to Teach-
ers on application.

THE SPENCERIAN PEN CO.,
810 Broadway, NEW YORK.

THE
EDISON

MIMEOGRAPH

Patented by THOS. A. EDISON.

Makes 3,000 copies of one original writing, Draw-
ing, Music, etc. 1,500 copies of one original
Typewriter Letter. Recommended by over 40,000
users. Send for circular and sample of work.

A. B. DICK COMPANY,
123-124 Lake Street, CHICAGO. 32 Liberty Street, NEW YORK.
117 S. 5th St., (Drexel Bld'g.) PHILADELPHIA

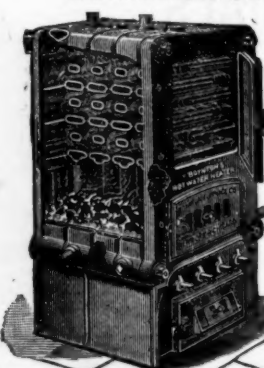
ESTABLISHED 1849.



'BOYNTON'
HOT

Water
Heater.

INCORPORATED 1884.



FOR WARMING HOUSES, SCHOOLS, CHURCHES AND PUBLIC BUILDINGS

These Heaters have been pronounced by scientific experts to be the most
effective, economical, and of the best mechanical construction
of any on the market.

Also Manufacturers of the Celebrated BOYNTON FURNACES, RANGES, ETC.

THE BOYNTON FURNACE CO.,

207 & 209 Water St., New York. 47 & 49 Dearborn St., Chicago, Ill.

Send for Pamphlet "Recent Advances in the Heating of Schools."

READERS will confer a favor by mentioning the SCHOOL JOURNAL when com-
municating with advertisers.

EIMER & AMEND,

205-211 Third Avenue,

New York.

Importers and Manufacturers of

Chemical and

Physical Apparatus,

Chemicals, Minerals, etc.



SPECIALTIES:—Acids, Ger-
man and Bohemian Glassware, Balances,
Weights, Burners, Collections of Minerals,
Crystals, Metals, etc.



Tired Brain
Horsford's Acid Phosphate,

A brain food. It increases the
capacity for mental labor, and
acts as a general tonic. It rests
the tired brain and imparts
thereto new life and energy.

Dr. F. W. LYTLE, Lebanon, Ill., says:
"I have personally used it with marked
advantage when overworked, and the nervous
system much depressed."

Dr. O. C. STOUT, Syracuse, N. Y., says:
"I gave it to one patient who was unable
to transact the most ordinary business, be-
cause his brain was 'tired and confused'
upon the least mental exertion. Immediate
relief and ultimate recovery followed."

Descriptive pamphlet free.

Rumford Chemical Works, Providence, R. I.

Beware of Substitutes
and Imitations.

CAUTION:—Be sure the word
"Horsford's" is printed on the label.

All others are spurious. Never sold
in bulk.

Care of the Hair

Packer's For Fine
Tar Soap used Complexion,
as a Shampoo removes
Dandruff,
allays Itching,
and prevents
Baldness.

Use warm water; apply
lather of the soap every
night with wash-cloth
and rub well. In cases of
Acne, Black-heads, Flesh-
Worms, Pimples, Oily
Skin, or Clogged Pores,
use the soap with hot
water.

Packer's Tar Soap is one of
Nature's Remedies, and the Ideal for Toilet,
Bath and Nursery. It is pure, bland, emol-
lient, antiseptic and curative; yields a pro-
fuse, white, aromatic lather; cleanses grate-
fully, removing all odors; renders the skin soft,
smooth and flexible and vastly improves the
complexion. 25 cents; All Druggists. Sam-
ple, half-cake 10 cents, stamps, if SCHOOL
JOURNAL is mentioned.

THE PACKER MFG. CO., 100 Fulton St., N. Y.

THE publishers of the SCHOOL JOURNAL
would esteem it a favor if names of
teachers who do not take it, and who
would be likely to be interested, are sent
them that they may send them specimen
copies.

ESTERBROOK'S PENS

LEADING SCHOOL NUMBERS
128-333-444.
FOR SALE BY ALL STAT'ONERS.
THE ESTERBROOK STEEL PEN CO.,
26 John Street, New York.

The School Journal.

THE clearest possible statement of TRUTH in the light of To-day. THE MOST SUCCESSFUL IDEAS PERTAINING TO EDUCATION. THE MOST PHILOSOPHICAL METHODS OF TEACHING.

ESTABLISHED 1870.

THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, } Editors.
JEROME ALLEN, }

Terms for E. L. KELLOGG & CO.'S Publications.

The School Journal. (Weekly.) \$3.50 a year.
The Teachers' Institute and Practical Teacher. (Monthly.) \$1.25 a year.
Treasure-Trove. (Monthly.) Illustrated. \$1.00 a year.
The Teachers' Profession. (Monthly.) 30 Cts. a year.

CLUB RATES FOR ONE YEAR TO ONE ADDRESS.
The School Journal and Treasure-Trove, \$3.
The Teachers' Institute and Treasure-Trove, \$1.80
The School Journal and Teachers' Profession, 2.75

E. L. KELLOGG & CO., 25 Clinton Place, (8th St.) N. Y.

WESTERN OFFICE. GEN. EASTERN AGENTS.
E. L. KELLOGG & CO., J. RANSOM BRIDGE & CO.
185 Wabash Ave., Chicago, Ill. 119 Tremont Street, Boston.
J. I. CHARLOUIS, Manager Advertising Department.

New York, November 29, 1890.

CONTENTS

EDITORIAL.

What Breaks Teachers Down—The Scientific Man the Idol of the Age—Advancement—Some Valuable Lessons—Frederic Harrison on English Education—Newspaper Writing—The Children's Day. 307
Education—Life 308
Repetition and Variety. 308

EDITORIAL NOTES.

CONTRIBUTED ARTICLES.

Newspapers as Text-Books. By Prof. Julien W. Alber-
nethy, Adelphi Academy, Brooklyn. 300
A Teacher's Notes and Comments. By G. P. Coler,
Paris 300
Teachers and Culture. By Eva D. Kellogg, St. Paul,
Minn. 300

THE SCHOOL-ROOM.

The Workingman's School. 310
A Visit to An Earnest School. 310
To Scale Mount Kenya. 311
Form Study and Drawing. 311
Mother Goose Cantata. (Christmas Exercise.) By Miss
Belle L. Davidson, La Porte, Ind. 311
The King. 312

IMPORTANT EVENTS.

Of Special Interest to Pupils. 313
313

CORRESPONDENCE.

THE EDUCATIONAL FIELD. 314
New York City. 315

BOOK DEPARTMENT.

Holiday Books. 316
Calendars. 317
Announcements. 317

COPYRIGHT, 1890, BY E. L. KELLOGG & CO.

WHEN it is noted that a teacher has broken down in health, it is concluded that it is over-work of the brain. This is true, probably, but it is not over-intellectual work. That is, it is not over-thinking, over-study, but over-anxiety, over-emotion. "It is not intellectual work that injures the brain," the London *Hospital* says, "but emotional excitement. Most men can stand the severest thought and study of which their brains are capable, and be none the worse for it, for neither thought nor study interferes with the recuperative influence of sleep. It is ambition, anxiety, and disappointment, the hopes and fears, the loves and hates of our lives, that wear out our nervous system and endanger the balance of the brain."

AFTER all that is said about the importance money gives to man, the idol of this age is the scientific man. Edison stands higher than Jay Gould; he has conferred benefits that no rich men could. Edison is a thinker, an investigator; the other a raker among gold pieces. The whole world will get advantages from the discoveries of the former; the children of the latter only get the results of his efforts.

The inventor is one who enters the open doors of nature, doors that stand open to all. The schools endeavor to-day to encourage an investigation of nature. The attitude of the world towards inventors is very different to-day from what it formerly was. The toiling millions feel the benefit of all discoveries. A poor man in this age can,

by riding on the cars, take a journey that once was only in the power of the rich. But it is not so many years ago that the workers in factories were hostile to all inventions. They supposed that their labor would be in some way done away with; the railroads were opposed by rural legislators in New York state on the ground that horses would become valueless. It is now not quite clear to them that machinery is of direct benefit, taking away muscular labor and giving them mental labor instead.

It is more apparent, as inventions are made, that education must advance; for it requires trained minds to understand the management and to repair these machines. Take the telephone, for example; there has been such a scarcity of those who could adjust the instruments that their use often has been suspended for months in suburban towns. The inventions of to-day require more highly educated minds to employ them than the first rough machinery. The steam engine that Watt used to pump out coal mines was of the crudest description; the steam engine on an Atlantic steamship demands for its comprehension a man of trained intellect. And then, too, there is danger to the ignorant handler of modern machines, especially those where electricity is employed. Life now is intimately connected with machinery; civilization is related to machinery; so that it is none too soon that the training of the hand has been undertaken as a part of education. Life is dependent on our knowledge of the application of energy (an invention is a handy means of doing this); it is a subject our civilization demands that we should understand.

THE teacher often feels that he can do nothing for his own advancement because he has so much to do. He will do well to remember that the very busy people always seem to find time to undertake work outside of their daily duties. "We must ask the busy people to help," said a lady who needed assistance in some charitable undertaking. "They will find time to do something for us; people who have nothing to do never have any time to spare."

One reason why some people have no leisure, is that they have accustomed themselves to deal with time only in large pieces. It takes them an entire afternoon or evening to accomplish something that one used to economizing time would dispose of in an hour or two—not that the person of leisurely habits is necessarily slower in performance; many an habitual worker plods through a vast amount of labor because he cannot do it any other way, but it is a matter of habit to learn how to set about work readily and how to concentrate one's self upon it so as to well employ the minutes.

Then, too, having saved the moments, it is not every one who will know how to use them. To the person not accustomed to use his time wisely it will not seem worth while to read, or write, or study, unless he can give some hours to it. The busy man or woman who cares for reading, knows that ten minutes with a book may be both sweet and fruitful. Another point is not only to use the moments but to use them judiciously, to do something that is worth doing and something that we can do.

IT is estimated that \$40,000,000 has been spent in the last twenty-five years by the public to see the plays of Dion Boucicault; indeed, that a single play brought him \$1,000,000, and another \$400,000. These plays have made the fortunes of many theatrical managers, founded many theaters, and started a theater-going taste which no figures can measure. We think of this man simply as a playwright; but his quickness of mind, his energy, his industry, his genius for combining distinct elements into a newly created whole with an individuality of its own, and his skill in devising what would please

and entertain, made him successful. Now here is a lesson for the teacher; not to show him how he can make money, but how he can reach large ends. One great reason why the teacher is a nobody, is not because he aims at small things, but because he aims to do them in a small way; or rather that he does not aim at large results. Edward Thring found his school at Uppingham small and weak; he left it a large and prosperous one, and he won a fame that will outlast Boucicault's. He looked at teaching as a large thing, and he aimed to teach it as though teaching were a large thing.

Tramping around the country in the plainest and cheapest of garments, telling people that it was the true thing to do right, to love God, never seemed to be a great business until Jesus gave himself to it—mark, gave himself to it. He taught the people as though it were the thing of all things to live uprightly, to do the Father's will. His example set on foot the mightiest revolution the world has ever seen. It is an example ever to be kept in mind, and as to the actor mentioned it reveals, too, some valuable lessons.

"I HAVE now an experience of some forty years as student, teacher, and examiner; and it forces on me a profound conviction that our modern education is hardening into a narrow and debasing mill. Education is over-driven, over-systematized monotonous, mechanical. . . . The round of endless examinations reduces education to a professional cram, where the repetition of given formulas passes for knowledge, and where the accurate memory of some teacher's 'tips' takes the place of thought. Education ought to be the art of using the mind and of arranging knowledge; it is becoming the art of swallowing pellets of special information. The professor mashes up a kind of mental 'pemmican,' which he rams into the learner's gullet. When the pupil vomits up these pellets it is called 'passing the examination with honors.'"

The above passage is from an article by Mr. Frederic Harrison, in a recent number of the *Forum*, and gives an idea of English education. We should like to have him come over and tell us what he thinks of American education.

EDWARD EVERETT HALE appreciates the work of the newspaper writer, and the value of the training that comes from it. The ordinary teacher could do nothing that would train his mind more than to write for the press. He says:

"We newspaper men may write English very ill, but we write it easily and quickly. So that to us, who have been in this business, there is something amazing to hear a clergyman say that he occupied a week in composing a sermon, which was, at the outside, thirty-five hundred words in length. But no newspaper man understands how a man, who can do it, can spend thirty-six hours in doing it. If you have to send 'copy' upstairs, hour after hour, with the boy taking slips from you, one by one, as they are written, and you know that you are never to see what you write until you read it the next day in the paper, your copy will be punctuated carefully, written carefully, and will be easily read. That is one thing. Another thing goes with it. You will form the habit of determining what you mean to say before you say it, how far you want to go, and where you want to stop. And this will bring you to a valuable habit of life—to stand by what has been decided. For these reasons, I am apt to recommend young men to write for the press early in life, being well aware that the habit of doing this has been of use to me."

IF the day of little children has not already come it certainly is on its way. A society for securing parks and playgrounds for children has been organized; it comprehends some of the ablest men in this city. One generation called Fröbel an "old fool" because he took pleasure in playing game, with children; the next age attempts to increase the number of playgrounds. ¶

EDUCATION—LIFE.

The education of the young is not simply ornamentation. It is the narrowest view that can be taken of education to deem it a mere process of bestowing accomplishment, finish, polish, and that sort of thing. Let it be understood far and wide that he who entertains such a pinched idea of such a broad and grand subject, can never be an effective worker in its interest.

Education is usefulness itself. Its aims and functions are vital in their importance and consequences. Its results are not mere helps to mental enjoyment, pleasure, or pastime, but they are results which enter into the pupil's existence and become a part of his life. A good teacher works upon the pupil's life as a mechanic or a manufacturer works upon his crude material; and the physician attending by night and day a critical patient has no more intimate, direct, or immediate dealings with the human life than has the efficient teacher of boys and girls.

Education is the very quintessence of the practical; the man who first made the word knew well the nature of the thing he would express. The leading forth, or developing, of childhood into youth, and of youth into manhood or womanhood, is accompanied by, founded in, fraught with, and inseparable from, the idea of USE. If it be true that "life is real, life is earnest," it is equally true that education, so identified with life, is just as real and just as earnest.

Pause and think. What does education do for us? The man with the pinched-up view proceeds to reply that it prepares us for a higher social standing, it improves our conversational powers, makes us entertaining to others, qualifies us for official position, and guarantees us an intellectual instead of a commonplace existence among men. Is this true? Yes; but it is only a small portion of the truth. The man with the perfect conception of education then adds: "Why, education does more than that,—it has much greater depth; it goes to the very innermost springs of our being; it molds life as a potter his clay; it is not superfluous, nor gratuitous, nor complementary, in its nature, but it is useful, necessary, vital, and indispensable; it is in the widest sense preparatory, because it puts into our hands, both implements for peace and weapons for conflicts.

If people, and particularly teachers, would banish from their minds the idea that education is essentially superficial or ornamental in its aims, better work could be done. The ornamentation and polishing effects are mere incidental phenomena of the great undercurrent of education proper. Education in its highest form permeates every act and habit of life, is present at every step in business, controls every utterance, and shapes every one's destiny.

Do not speak of education as an accomplishment of life;—it is rather life itself.

REPETITION AND VARIETY.

The teacher's work in the school-room is not necessarily from day to day, or session to session, a work of repetition merely; it may be, on the contrary, enlivened with as much variety as attends any other pursuit—commercial or professional. Though the teacher has substantially, or even exactly, the same lessons to impress on each member of a large class, and on one class after another, there need not be that dreadful monotony accompanying his task which many teachers look upon as the bane of their vocation. The sufferers from monotony will usually prove to be those who stick like glue to the text-book; they work along day by day as though the book did all the thinking, all the suggesting, all the adapting to their particular pupils, all the illustration,—everything required for teaching except, perhaps, sitting by and listening to the recitation.

The new education departs from the text-book and rises to higher and more intelligent methods; the books are not by any means to be discarded, but they are to be confined to their own share of

the work. The greater share is the teacher's, not the book's. The book is in itself, of course, void of variety and always the same,—and a very monotonous thing it may be too, without a good teacher,—but the teacher's labors are never the same; they admit of incalculable variety and have as many forms as truth itself. That teacher who complains of humdrum monotony is very likely to be gauged by the hearer as one who does not understand his art.

THE announcement that Prof. James MacAlister will retire in January next, from the superintendency of the Philadelphia schools to take charge of the Drexel institute, will be a source of great regret to the advanced educators of this country. He came from Milwaukee to Philadelphia eight years ago, and set to work to initiate reforms that have already given the Philadelphia schools an enviable reputation. He brought knowledge, tact, energy, enthusiasm, industry, and perseverance, to bear against many obstacles and has improved the schools in every part, to a degree that seems hardly possible.

He must be reckoned as one of the foremost men in education; he possesses a knowledge of educational science equaled by few in this country; and, above all, he has a profound respect for his own calling. There are thousands of teachers who have attained as much knowledge of mathematics, philosophy, etc., as James MacAlister, but there they stopped. He went on to study the nature and needs of the pupil and found here a vast and untrodden field; this field he went over with care and won a good reputation when in Milwaukee. Instead of marking out a course of study, as the ordinary superintendent had done before him, he began, as far back as 1873, to see that the usual courses gave a certain amount of knowledge, but did not by any means reach the whole child. He saw that the training of the hand was indispensable to a complete and just education. In 1882 the board of education in Philadelphia were in search of a superintendent; to their surprise they found the number of men in America who could "fill the bill" was insignificant. There is to-day a small stock of materials for superintendents, as this same board will find when they attempt to fill Mr. MacAlister's place. The number of men who comprehend the subject of education as it stands to-day before the American people is very small. Mr. MacAlister was chosen for Philadelphia by no pressure from him—the pressure was on the other side.

This will be a lesson to teachers who are drawing small salaries; to them the \$5,000 paid in Philadelphia for a superintendent seems a princely sum. We say to them, "There is room at the top"—plenty of it. We say to them, *study education*, and let it be known by the results in their present places that they comprehend it, and they will be asked to go up higher.

The Drexel institute will offer a free field for the exercise of Mr. MacAlister's abilities; the land, buildings, and equipments will be superior, probably, to any institution in the country for manual training—these have cost \$500,000; Mr. Drexel has added \$1,000,000 as an endowment. The whole scope of the work to be undertaken aims at broad and useful culture. That Mr. MacAlister has been able to do so much in Philadelphia is a matter of common remark. He has had to work against ignorance, prejudice, and incompetence; but the teachers have been lifted to a higher plane of action, and the whole public sentiment towards education has been improved. His objective point has been the one THE JOURNAL has always made—elevate the teacher and the teaching is elevated.

THE movement of the teachers of Essex county, New Jersey, in behalf of professional instruction, will be watched with the utmost interest. Here is a normal school originating with the teachers, conducted by teachers of eminence in their various departments, and available by every teacher in the county. We predict that the teachers of Essex county are building greater than they are aware of.

A STRONG sentiment in favor of English games has recently sprung up in French educational circles, and it may be the beginning of a deep-seated movement. In England, the method adopted for physical education has an important bearing upon the formation of character. A schoolboy is regarded from the outset of his career as a responsible being. The public opinion of the school has an important influence in making character. If he has not already realized it he soon will, that he has got to play a man's part in the world, and that he must fit himself for that position. In France everything has been different from this. Not only at the outset, but up to the time of his quitting school, a boy is treated as a machine which needs constant supervision and restriction. On the playground the French schoolboy is taught gymnastics very systematically, but it is not what his nature demands. Play is what he craves; this is allowed him in England and denied him in France.

THE *Evangelist*, a most excellent religious paper, says:

"Do not the methods of teaching in our public schools need to be overhauled? The dominating idea seems to be that it is the province of the public school to teach children a little of everything, but not much of any one thing, and nothing thoroughly. The pupils are crammed with a superficial knowledge of nearly a score of different studies, without an ability to write a sentence in the English language correctly. This is a grievous fault in our system of common school education; it overdoes the business in such a way that minds are made weak instead of strong. What children need is, not to learn so much, as to learn a few things well, and while acquiring such knowledge to learn to think for themselves. The higher branches they can learn afterwards. It will be time to rear the superstructure after the foundations are laid. The hot-bed system of education tends to mental weakness rather than strength; a people brought up under such a system will be a feeble folk, instead of having the robust strength, which came from the clear-headed common-sense of our fathers."

This is a very poor criticism, for it is not founded on fact. Children must learn a great many things. There may be poor teaching in the schools—but Dr. Field does not refer to this. The fact is, the system is good enough; it is the application of it that is to be criticised. We believe that the teaching would be improved immensely if the pupils were led to think for themselves.

A TEACHER encloses some letters written to him by his pupils. These letters, seven in number, are exceedingly interesting. It seems that the teacher had come to the conclusion that two of his pupils were wasting a good deal of time. It troubled him and he sat down and wrote a note to both of them, as they both sat at the same desk. It told them of his anxiety in regard to their progress, and that he feared they were really going backward in their studies. He was surprised to receive a note, signed by both of these boys, at the close of school. They asked for an interview, and, of their own accord, told him that they intended to do better and suggested that they should report to him again at the end of a week. These reports came voluntarily for seven weeks, and the teacher says that he noticed an immediate and remarkable improvement. This teacher was surprised at the effect of what he thought was a very slight influence which he put forth. Is it not a fact that the teacher has many influences which he does not put forth? Are there not slight ones at his command that would give great results, but which he does not use?

How much of the reading enters into the life of the pupil? It is certain that in many cases very little makes a part of his existence. Why is this? It is because the reading is a collection of words merely. We attended at one time the closing exercises of a school, and a young man recited in Latin the speech of Cæsar against Catiline. Meeting him afterward we complimented him, and remarked that he was aiming at college, evidently. He replied that he had merely learned this by heart and had no knowledge of what it meant. Now this is where most of the reading leaves the pupil. He recites the words, but does not get down into the meaning. The words used are not the words of his vocabulary; the thoughts are not his thoughts.

ROBERT M. LUSHER, formerly superintendent of education of Louisiana, died at New Orleans recently. Mr. Lusher was 67 years old, a native of South Carolina, and educated at Georgetown college. He went to New Orleans in 1840, and was editor of the *Louisiana Courier* in 1847. During the war he held an important position in the office of the Confederate secretary of state. He was elected superintendent of public education in 1866 and again in 1873, and 1876, and was also, agent for Louisiana for the Peabody educational fund for many years.

NEWSPAPERS AS TEXT-BOOKS.

By PROF. JULIAN W. ABERNETHY, Adelphi Academy, Brooklyn.

Notices have appeared from time to time in our educational journals of attempts to introduce newspapers into some of the Western schools as supplementary reading. A writer in the *Christian Union* has recently argued that the duty of the hour, for the public schools, is "the training of a generation of intelligent newspaper readers," by practicing the pupils' minds upon the "significant facts" of the daily papers. A still more astonishing form of this eminently "practical" suggestion for the improvement of the public schools appears in the last number of *The Academy*. A plan is there offered for a three years' high school course in the study of newspapers, with working details fully explained. During the first year "the technique of a newspaper is learned." "A student becomes conversant with a newspaper only by practice, therefore a portion of each recitation is used first in explanations, then in requiring different scholars each day to take part in reading the news." During the second and third years, with many other objects to be attained, the work of the pupils is to be especially so ordered as to form "the habit of reading and collecting news," and to "insure their personal attention to the newspapers through the week." "As to material, the class-room should be furnished with as many newspapers as possible," and the "cost need not exceed fifty dollars a year. If this cannot be obtained, get the cast-off papers a few days old that any one will give away."

Can it be possible that a public school, located among the graves of the New England Puritans, is feeding the minds of its pupils with the intellectual and spiritual pabulum of "cast-off" newspapers! Were it not for the assurance that the plan is already in successful operation, one would suspect the writer to be emulating Swift's "modest proposal" respecting the children of Ireland.

Now if there be any one duty more than another that has been imposed upon the teacher by the rapidly changing conditions of educational work, it is the duty to protect the child from the poisonous influences of the ubiquitous newspaper and ten-cent novel. Our American newspaper is at present both our glory and our shame. The gigantic power of the press is a national boast, and the shameless abuse of that power by the irresponsible wielders of it is cause for national humiliation. A newspaper that teaches a political morality that does not recognize the golden rule; that substitutes party expediency for political integrity, and the realism of indecency for the idealism of virtue; that parades, on principle, the "significant facts" of every crime known to the decalogue, with as much fullness of detail as space will permit, is hardly a fit text-book for the instruction of young people in the fundamental principles of good conduct and good citizenship. Ignorance is dangerous, but education in the arts of compromising truth and virtue is more dangerous.

If it be true, as we are told, that seventy-five per cent. of all children leave school at the age of twelve, the education of the average citizen is only too certain to be a newspaper education in the main, without any aid from the schools; and it should be the first duty of the teacher to forestall the evils of that training by establishing desires, tastes, and principles that will hold pupils above the newspaper level, toward which they are destined to gravitate. This can be done only by bringing them into contact with good books, written in pure English, and expressing wholesome and inspiring sentiments. We do not sow nettles and docks in our gardens in order to teach people how to distinguish flowers and fruit from weeds. The teacher gives the sanction of authority to whatever he places in the hands of his pupils, and, by virtue of his position, exercises for the time being, or should exercise, an influence stronger than all others combined upon their growing tastes and intellectual habits. Parents and teachers, in their indifference to the reading habits of children, too often forget that vice is generally more attractive, at first sight, than virtue, and that what is harmless to them may be poisonous to a child. Hence it is that children are encouraged to read freely in the daily paper what it would be impossible to discuss openly in the family circle. Our chief need in respect to newspaper reading is more principle, not more practice.

The advocates of this scheme for newspaper instruction are doubtless inspired with the praiseworthy desire to relieve the mechanical dullness of the school-room by introducing work that will be interesting, fruitful, and applicable to the actual conditions of life. But there is no apology for using anything in this supplementary

work except that which is pure and ennobling, when the classics are almost as cheap as the newspapers. Here, for example, is a list of selections, prepared especially for the school-room, that any teacher can obtain for one dollar: Eighteen poems of Longfellow, seventeen of Bryant, fourteen of Lowell, four essays of De Quincey (including "Joan of Arc"), five essays of John Burroughs, three stories from Hawthorne's "Wonder Book," two orations of Webster, Tennyson's "Enoch Arden," Dr. John Brown's "Rab and his Friends," Irving's "Legend of Sleepy Hollow," and twelve poems of Whitier. Multiply this list by fifty, and compare the probable result of a year's work upon such literature with that of a year's work upon "cast-off" newspapers. The teacher who uses such reading matter as the material of daily discussions and of exercises in rhetoric and composition, will make the best contribution in his power toward "the training of a generation of intelligent newspaper readers." Says Matthew Arnold, in one of his school reports, "What is comprised under the word literature is in itself the greatest power available in education." How little of this power is yet made available in our schools is a fit question for the contemplation of every teacher who is ambitious to become "practical."

A TEACHER'S NOTES AND COMMENTS.

By G. P. COLER, Paris.

"He seems to have no regard for the self-respect of his pupils," is a comment that I made in my note-book some weeks ago. At the time I was listening to a recitation in a German school. The boys were about sixteen years old, and appeared to be bright and willing. But the teacher evidently thought that it was his chief duty to humiliate them. In this he succeeded remarkably well. I felt sorry for the boys and for the teacher too.

The self-respect of a pupil is a matter of very great importance. It often needs to be controlled and directed, but under no circumstances should it be crushed. To do so is to do violence to the better nature of the pupil, and this renders efficient moral training impossible. I often think that half of our difficulties in school government result from our failure to cultivate a normal self-respect on the part of our pupils. We are too apt to administer public reprimands when private talks and personal appeals would produce better results. Reprimands in the presence of visitors should seldom, if ever, be given. Reprimands in the presence of the school are sometimes necessary, but they should not be made without due consideration of what is involved in them; and, as a rule, not until personal appeals in private have been tried. Respect begets respect. When pupils realize that the teacher has due respect for their feelings, they will be much more inclined to be considerate of his wishes and of the welfare of the school.

The recognition and wise encouragement of special aptitudes is another way in which we may aid in the development of a normal self-respect. Consciousness of ability to do something well is a condition of right self-esteem. Let a pupil feel that he cannot learn anything, or do anything, and whatever evil there is in his nature is likely to find expression. One of the strong claims of manual training to a place in our schools is that it affords greater opportunities for discovering and developing special aptitudes. It thus has an important bearing on both intellectual and moral training.

I once gained the good will and hearty co-operation of a sixteen year old boy, who had the reputation of being very dull and very hard to govern. I accomplished this by appealing to his better nature privately instead of rebuking him before the school, and by recognizing his special aptitudes.

In Germany as in America, one hears much complaint about the schools. It is said that the schools beget a dislike for manual labor; that the courses of study are not practical; and that teachers cram their pupils with facts without teaching them to think what the facts stand for.

Of these three complaints, I am inclined to think the last one is the best founded. A residence of a year and a half in Germany has afforded me some opportunities to form an opinion on the question. The Germans have done much toward making pedagogy a science. German teachers train their pupils well in systematic habits of study. It is very pleasing to see how systematically a boy of sixteen or seventeen can develop a subject that has been assigned to him in recitation. I think that I may say that German pupils are taught to think logically, but not acutely and boldly. The historical information that a graduate of a gymnasium possesses is more

extensive and systematic than that of a boy who graduates from an American high school. But the American boy is more likely to draw original conclusions. He does not accept so much on authority. The monarchical idea seems to pervade the school-room in Germany. The boy accepts what his teacher says as final. The teacher is apparently glad to have his pupil do so. This seems to me to be a weak point in German pedagogy, or, at all events, in German practice.

With reference to intellectual training, I am just now inclined to make the following summary of the duties of the teacher:

1. To incite and aid the pupil in the acquisition of knowledge.
2. To see that the facts to be learned are wisely chosen and scientifically arranged.
3. To prepare the pupil for independent study by training him to choose and arrange facts for himself in any subject that is to be studied.
4. To develop habits of keen and rugged thought, by encouraging and requiring pupils to have opinions of their own about facts that are dealt with in the lessons.

As to the first three of these, German teachers may be said to be very successful, with regard to the fourth, they do not seem to have enough faith in their pupils. They are apparently afraid that pupils will draw wrong conclusions. Hence, they leave them with a system of well co-ordinated facts, but with neither inclination nor ability to draw conclusions from these facts. Pupils become accustomed to having their conclusions made to order for them, and they are apt to go through life without any disposition to think for themselves.

It is far better that pupils should draw wrong conclusions about the facts in their lessons than that they should draw no conclusions at all.

TEACHERS AND CULTURE.

By EVA D. KELLOGG, St. Paul, Minn.

The page of "current events" given in *THE SCHOOL JOURNAL*, with their suggestive questionings, always makes me wonder how many teachers can answer them, and how their faces look as they read them. Do they pass them by with indifference or do they frown a little over them, and think enough about them to "hunt them up"?

The questions remind me of a story—a true one:

A literary lady in an Eastern city invited the corps of teachers, where her children attended school, to a lunch party. She made the occasion as important as if the Concord school of philosophy were to be present, by giving all those indefinable touches to her house and table that so delicately compliment invited guests. The choicest china, the rarest flowers, the finest linen, and the most fashionable delicacies, made the table a poem. She also paid the highest tribute to their intelligence by not once mentioning school to them. "The Light of Asia" had recently appeared and was the book most talked of. After the guests were served, the hostess with delightful tact introduced the subject of the new book. Not a teacher had read it and but one had ever heard of it. Silence fell. All the dear shop-jargon, all the breathless interest about *per cents*, found no place for expression and they declared the lunch party "a very stiff affair" when they returned. One young lady, braver than the rest, inquired anxiously whether "the Arnold who wrote it was the one who had the school at Rugby," when she came in to talk it over before school next morning.

Now these were bright enough teachers, and thoroughly common sense women who were not dull or stupid anywhere. But they were a part of the great army of teachers who "have no time to read"; at least, that is the regulation answer when questioned on these things; "no time" for general culture; "no time" to breathe the air of the intelligent world for which they are fitting these little men and women; "no time" to read newspapers.

As well say one has no time for eating, sleeping, or preparing for the vigor which is indispensable to work in any shape. This time for general culture is "fitting one's self for one's sphere," and not an outside matter that one can take up or drop at pleasure. I'd far rather a teacher of mine would come to her work diffusing the aroma of the outside world of general intelligence, than to be full of new text-book questions for the day, or even boiling over with new methods. When the great day of finding out all hidden things shall arrive, I think one of my first questions will be, "Why did not teachers read newspapers?"

THE SCHOOL ROOM.

Nov. 29.—MISCELLANEOUS.
Dec. 6.—SELF AND PEOPLE.
Dec. 13.—EARTH AND NUMBERS.
Dec. 20.—DOING AND ETHICS.

THE WORKINGMAN'S SCHOOL.

This school is located at 109 West 54th street, New York City; it has a kindergarten, primary, grammar, and high school grades, and throughout, special attention is given to science teaching and manual training. The school was founded by Prof. Felix Adler; it has at present 400 pupils and 20 teachers doing earnest and progressive work under the able management of Prof. Duren J. H. Ward. The methods and scope of its teaching are deeply interesting to friends of all-round culture and the new education.

The kindergarten numbers 108 children, of whom 96 present at the opening exercises made a pleasant picture. The little people seated in three semi-circles facing the principal, Miss Caroline T. Haven, sat with folded hands listening while a few sweet lingering chords, struck softly on the piano, made a prelude to the morning greeting which they repeated in concert:

"We will try to be gentle and loving,
To be patient, and kind, and true;
We will try to be careful and helpful
In all that we say and we do."

This was followed by two or three songs and then the classes divided, going to their different rooms,—following the class under the personal care of the principal. The children were found again seated in a semi-circle, taking part in one of those delightfully home-like talks, which in the hands of a sympathetic instructor, constitute the kindergarten morning lesson. This talk began by a reference to the subject of lessons during the past week. The children remembered that they had talked about fruits, apples, oranges, grapes, plums, etc. They were then asked to think of "other things to eat." "What was thought of and suggested 'gravy'."

"What do we put gravy on?"

"On a plate," was the prompt reply of one small boy. A little girl thought of potato. This was discussed a little; it was noted that potatoes, both sweet and white, came out of the ground. The children were then asked to think of other things sold in grocery stores and markets where potatoes are bought. Cabbages, carrots, turnips, peas, and beans were thought of. "Greens," said a little boy, triumphantly; this suggested spinach to another. It was noted that some of these things grow in the ground, and some on top of it. The children were then asked to think of a name for all these articles of food, which they were told belonged to a different family from that of the apple, orange, etc., so they could not be called "fruits." Some little people thought they might be called "groceries" since they were bought at grocery stores. "No," said the kindergarten; "when I buy tea, and coffee, and sugar, I am buying groceries. I will tell you the word, for I do not think any of you know it. Potatoes and turnips and such things are all *vegetables*." The new word was easily adopted by the children. Some one named the tomato as a vegetable. This led to the explanation that vegetables, unlike fruits, were generally cooked before being eaten. The children were then told to ask their mothers to give them each a potato, or a turnip, or some other vegetable, to bring to the kindergarten for to-morrow's lesson. They seemed to grasp the ideas of comparison and classification suggested easily and naturally. In this room a lesson with the "Fifth Gift," building blocks, was then given. This gift consists of a three-inch wooden cube, divided into 27-inch cubes, three of the latter being sub-divided into half-cubes and 8 others into quarter-cubes. Any grown person who has handled this gift and knows how it falls to pieces under inexperienced fingers, would have watched with sympathy the serious and patient efforts of the little ones to follow dictation and build neatly and carefully, and would have admired the excellent results obtained by many of them. In another room younger children were building with the Third Gift, a 2-inch cube divided into 8 small ones, fences around a vegetable garden, this forming the connecting link with their morning talk. The youngest children were handling Froebel's First Gift, the worsted ball, and were "developing the activities of the solid," by the pleasing means of little songs and games in which the ball represented a bird, and was made to hop and fly, as it was rolled and tossed. Games for the younger children followed under the management of the two assistant kindergartners,

Miss Sara Michel and Miss Christine Goldmark, aided by some young ladies of the kindergarten normal class. They began with some light calisthenic exercises. The children then played some of the pretty bird-games of the kindergarten. These classes then marched out and their place was taken by the older children who also played games, after marching in single file, in twos and fours. The movements were executed quite accurately, and the marking of time was generally excellent. After this the entire kindergarten was soon busily engaged with the "occupation" work of the morning, beading for the very little ones, some of whom are mere babies, and weaving for the older children.

NUMBER-TEACHING IN THE UPPER SCHOOL.

In a third year class of 40 children in the primary department, the majority were engaged in writing and number work at their desks. A group of 18 was called to the blackboard. The teacher, Miss Abbie T. Lee, exercised them in the combinations of 8 with the other digits, asking of 18, "How many are 8 and 9, 8 and 7, etc.?" Combinations with the digits followed, "How many are 18 and 8?" etc. The process was completed with 28, 38, etc., as far as 98. Subtraction was taken up in a similar manner: "18 less 9 is how many?" "17 less 8 is how many?" As the child hesitated the teacher asked: "What do you put with 8 to make 17?" Multiplication was treated simply as the idea of repeated additions. "How many are 7 sevens?" "How many are 7 fives—7 sixes?" etc. Division was made an easy step to fractions: "49 divided by 7 is how much?" "How much is 1-7 of 49?" Some practical questions followed, as, "If Fred's father gave him 7 cents each day for 6 days, how many cents would he have at the end of that time?" Most of them were solved readily and answered in complete sentences by the children. The little group was then dismissed and its place taken by a similar class in reading.

READING.

New words to the children were *music, piano, voice, fingers*, written on the board among other words; they were pointed out and soon made familiar. The children were led to read with natural emphasis by a little pleasant discussion of the story. A boy read in rather a droning tone, "If Zip gave a peck with his sharp bill the boy was sure to scream. That was great fun for Zip." The teacher led him to get the thought by asking, "Harry, if you had something to tell me that you thought 'great fun,' do you think you would say it in that way?"

NUMBERS AND DAYS.

Another primary class was adding, subtracting, multiplying, and dividing with 4, getting the same general idea of the relations of the number. A diagram was drawn on the board consisting of three concentric circles, in the smallest a figure 2, and around it in the two outer circles, rows of figures 3, 7, 8, 5, etc. The children seated at their desks, added 2 to each of the figures in the outer row, and subtracted 2 from each of those in the other, putting the work neatly on their slates. Busy work was supplied to those who finished soonest, by telling them to draw a clock, and the figures on its face in Roman numbers. A few spare moments were utilized for a little talk about the seasons: "How many seasons are there?" "What are their names?" "How many months in each season?" "How many in the year?" were asked and answered as points of interest to teacher and pupils, rather than given as parts of a formal lesson. Interesting days in some of the months were then spoken of: New Year's Day in January, Washington's Birthday in February; March was noted as the month in which, once in four years, a new president takes his seat.

A LANGUAGE LESSON.

In all classes above the primary, pupils of the Workingman's school, receive their instruction from special teachers in each department. A class of 27 boys and girls of the 6th grade, that is, of 11 or 12 years, were being drilled by the teacher of English, Miss Helen Noble Farnam, on points brought out by the last compositions. Words that had been misspelled were given out to the class for oral spelling. The children showed lively interest and many hands were raised. The sign of possession was made clear by writing on the blackboard the title of one of the compositions, "An Oyster's View of Life," and explaining that the apostrophe meant his view. Paragraph and margin were discussed in a similar way. Titles of other compositions were: "A Trip Beneath the Sea," "Down Beneath the Deep," "Life Under the Sea." The special topics were chosen by the pupils according to individual taste, a general view of the subject having been developed by a talk with the teacher. One of them

treated of a trip on a submarine gunboat as follows: "The 'Whirlwind' moved away, soon clearing the bay, and sailing several miles in the ocean before going down. Harry gave a yell of surprise as they got down several hundred yards. Strange things were revealed in the glare of the great reflector—huge fishes several times the size of a codfish, large eels, and numerous other animals, swam around attracted by the light. Strange lizards, and huge, repulsive, and beautifully colored little fishes swam here and there. The sand of the bottom could be plainly seen. Harry's attention was attracted by what seemed a flower as white as the driven snow, about eighteen inches high and having two long plumes which trailed on the sand. This, his uncle said, was an animal, the male and female combined." The writer of this is a boy of thirteen who has been one year in the school. The noon bell sounded, and on going down stairs the kindergarten children were heard singing their good-by song.

Organized games under the charge of the teachers make the noon hour a pleasant one to the pupils who remain.

MODELING.

At one o'clock a visit was paid to the modeling-room in which a class of primary children were engaged in modeling a half-cone. Their attention was directed to the rounded surface of the model, its edges, its half-circular base and the shadows cast by it upon the background. Excellent work is done by the pupils in free-hand drawing and modeling. This department is under the charge of Mr. Geo. T. Tobin.

SCIENCE TEACHING.

In the primary classes, science teaching is done by means of carefully developed observation lessons. In the higher grades zoology, botany, mineralogy, physics, and physiology are studied with the aid of chemical and physical apparatus, physiological charts, and manikins, specimens for analysis and dissection and very interesting natural history collections. This work is entirely objective, books being used only for collateral reading. The pupils make their own definitions and lists, classifying by prominent characteristics, keeping note-books some of which are illustrated. The following extracts are from a 4th year note-book: "Birds.—Birds have feathers on the body, two legs and two wings, no external ears, warm blood, and they lay eggs. Frog.—Head, body, legs; head—eyes, mouth, ear. external ear absent, nostril, snout, jaws; body—back, underside: legs—toes, foot, leg. Frog covered with smooth skin."

The teachers make natural history excursions with their pupils, who afterwards write pleasing and intelligent accounts of these delightful afternoons spent in observing and collecting specimens.

MANUAL TRAINING.

The manual training of the school includes modeling, free-hand drawing, pasteboard work, mechanical drawing; for the boys shop-work, consisting of a course of joinery, lathe, and metal work, and for the girls instruction in sewing—the cutting and making of garments, mending, crocheting, embroidery, and millinery. Good specimens of their work were shown in cabinets in the assembly-hall in which a physical culture class of forty-one boys and girls of the two upper classes, that is, from twelve to fifteen years of age, was forming in line across the room under the direction of Miss Lizzie Adams Cheney, the instructor, a graduate of the Sargent system.

A VISIT TO AN EARNEST SCHOOL.

The following lessons were given at Primary School, No. 49, E. 37th street, Miss Buckalew, principal. About a thousand children attend this school, and as the hall will not seat so large a number, there are two sets of morning exercises, the younger children being received later. The exercises, opened by a pleasant "Good-morning, children," from the principal and a hearty response from the children, consist of readings from the Bible, singing two hymns, some light calisthenic exercises, and a cheerful song that speaks of some of the wonders and beauties of nature.

A COLOR LESSON.

The material in the hands of the pupils consists of bits of tissue paper laid upon a slate which is quickly and silently passed among the children. The first little girl rises and turning to her neighbor, asks, "What color is my paper?" In most cases the response is correct and ready; where it is not so, the hesitating child is motioned to her seat by the questioner, who passes on to the next in order. This work was begun, at the first of the term, with one color, red, with which nearly every child is familiar. The other colors of the spectrum are added gradually until now all are in use.

A child is then allowed "play teacher." She selects

several papers, and, standing in front of the class, asks, "What color is this paper?" "Orange." "Those who have orange papers may stand."

LINE AND ANGLES.

The teacher draws on the blackboard and asks, "What is this?" "A straight line." "In what position?" "Standing." Curved, spiral, and crooked lines follow and are named correctly. — is a straight line lying down." Square, sharp, blunt, and round corners are then described. A wavy line puzzles the children for a moment, and the teacher assists them by asking, "What did you see at the sea-shore?"

FORM AND COLOR.

A form and color lesson is given by means of little flags with squares, oblongs, triangles, circles, rings, and crescents of colored paper pasted on them. The children, rising in turn, name and describe the forms on the flags. They hold and name the color, as "A ring has two curved edges. Pink!" The children who have squares are then asked to rise; those who have triangles, etc. Calling for colors follows. "The children who have blue may rise," etc.

THE SENSES.

The child says, "I have five senses—sight, hearing, etc." pointing to the organs of sense. One gives a definition of sense as "the way the mind learns about things in the world. The mind is what thinks, knows, and feels." Sentences given by each child: "I have seen a dog." "I have tasted a banana."

ANOTHER FORM AND COLOR LESSON.

A child matches a color on the chart, from a little tablet in her hand. The class pronounce upon her work as "right" and name the colors. Tints, shades, and neutral colors are noted, as cream, drab, lemon, etc.

Forms, cubes, cylinders, and cones are then matched and described in like manner.

EXPERIMENTAL.

The material in the hands of pupils, fur, velvet, eggshells, licorice (fibrous), glass, wood, lead, coral, sponge, tin, cotton (combustible), candles (inflammable), leather, and other things being distributed among the children, and described by them, as "By the sense of touch I know that this wood is rough because it has an uneven surface."

ANOTHER SENSE LESSON.

Here the teacher writes upon the blackboard the names of the senses and calls for qualities that can be known by sight, receiving replies of transparent, translucent, opaque, etc. After all the senses have been discussed, the teacher asks in what way we find out more about things. The children say "by trying or experimenting." In this way they find that things are tough, brittle, inflammable, malleable, ductile, compressible, fusible, soluble, etc.

FORM LESSON BY DRAWING.

The teacher asks the children what she has drawn and they tell her, "Lines, angles, pictures of plane forms, pictures of solid forms." The children then draw lines in the air, and name them, as straight, curved, wavy, crooked, spiral.

The positions of lines are then considered vertical, horizontal, and slanting. Positions of one line with another follow, perpendicular and parallel lines being drawn and studied and, in like manner, the slanting line shown to form angles right, acute, and obtuse, with the straight line. Plane forms are then described by the children, as "A square has four straight, equal sides and four right angles." A box of plane and solid forms is then passed among the children. Each child fingers and describes the form he holds: "A sphere has a round, curved surface," etc.

"A conoid has a circular base and curved sides coming to a point at the apex." The plane forms considered are squares, oblongs, rhombs, rhomboids, ovals, and ellipses; triangles, right-angled, acute, and obtuse; the solid forms include sphere, cube, conoid, pyramids, and prisms of different kinds.

By this time twelve o'clock strikes, and as we return to the hall, the children file out from their class-rooms, and march out to cheerful music.

FORM STUDY AND DRAWING.

[Report of a form study and drawing lesson given by Mrs. Carter to special students at the New York College for the Training of Teachers.]

Materials used in the lesson consisted of solid forms—wooden sphere, cube, cylinder, square prism and hemisphere on the scale of the inch cube; plane forms—tablets, corresponding in size, square, circle, oblong, and semi-circle; paper—two 2-in. squares and an oblong piece 6 in. by 10.

The lesson began with circle drawing. With young children the way to this work should be prepared by handling the sphere and showing circles in the air. An objection to indicating the circle by points or by drawing the diameters is, that children thus guided do not think of the entirety of the circle and are apt to draw it with concave or convex corners between the ends of the diameters. Circles were then drawn by the students upon the paper oblong; laying it upon the desk lengthwise from front to back, folding "front edge to back edge, open; front edge to middle fold, back edge to middle, open; left edge to right edge, open."

The paper was seen to be divided into eight oblongs. The instructor made an incidental remark on the value of paper-folding in manual training. She cautioned students to use great care, in all form study with young children, to bring out the thought, associating the form used in work with other forms of its kind—as the folded paper oblongs with the panels of the door, etc., that the children may not think of sphere, cube, and cylinder, only as the models used in the school-room. Referring to the folded paper, children should be asked "Into how many parts is the paper folded?" and led to give answers in complete sentences or in the form of little stories, as, "My paper is a field divided into 8 little gardens." Circles were then drawn in the 8 oblongs, the instructor dictating: "Hold pencils pointed to the left. Move" (circles drawn in the air). "Draw." Suggestions forbidding the interest of children were to ask for pictures of 8 balls, 8 oranges, etc.; in drawing vertical lines to ask for pictures of the edge of the blackboard, thus "keeping away from the abstract."

Vertical lines should be drawn from top to bottom, horizontal from left to right, thus "leaving work behind." In representing the square, opposite sides should be drawn if possible. The cube should be studied as having parallel faces and edges, thus serving to introduce parallel lines. "Practice" or movement lines should not be dwelt upon so long as to tire pupils.

With very little children, sticks are much used as an introduction to the line. "Pictures of the face of the cube," etc., are made with them, also forms of objects, chairs, tables, etc. The children may be asked how many sticks they have used, how many vertical and how many horizontal lines. Language and number teaching lie near this work and it was remarked that, "in school methods, the time has gone by when subjects stood off and would not speak to one another."

The cube was handled so as to bring out by the exercise how its faces come together and form edges and corners. A 2-in. square of paper was folded "front edge to back edge, open—right edge to left edge" and then cut, on one of the folds, to the middle. Pupils should be asked to fold the corner of the cube, and drilled on hollow and solid corners. This fold may be secured by a drop of mucilage and the work made pleasing to the children. Children should be exercised in drawing solid forms in the air and describing them, as, "I am thinking of something shaped like this," making the sphere by drawing in the air circles intersecting each other at right angles. This may be called the thinking game. Work with little children should be thorough and well reviewed to make it certain that they understand the forms of which they talk, as, "Saying does not signify knowing," and grammar and high school pupils who have had little or no manual training, will give ill definitions of forms of which they are really ignorant. Another 2-in. square of paper was then folded and cut into four-inch squares. Children should be told to arrange them in a horizontal row, making the spaces even and not of the same size as the squares, as in designing this produces a disagreeable effect. Some designs were then laid with the square tablets, touching by edges and overlapping. In making designs, touching by corners only should be avoided, also a weak center, too many angles of the same kind, and too many parallel lines. First steps in understanding working drawing should consist in taking views of objects. Views illustrated by looking from different windows of the room; holding the sphere so as to see front view, left view, etc., thus developing the idea that its shape is the same in all positions; holding the sphere so as to see but one face, finding tablets like it; holding the hemisphere directly in front of the eye, children will be likely to say that it "looks like a bowl." Have them find the tablet that resembles it.

Students should keep in mind that a working drawing knows no perspective and concerns itself with the two dimensions only.

Practical suggestions thrown out in the course of the lesson were, to interest children before hampering them with rules; for instance, to allow a child to begin to draw without at first insisting on the proper way of holding a pencil. On the other hand care must be taken to guard against the formation of bad habits. As to the care of material, scissors, indispensable in form lessons, should be cleaned and oiled a little before being put away for any long period; pencils should be sharpened by removing the wood from the lead and rubbing the point on sandpaper.

In introducing any new solid to pupils, bring out its "activities" or possibilities of movement; thus, show that the hemisphere will stand, rock, and spin on its rounding face and stand very still on its plane face. Write the word *plane* on the blackboard that the children may become familiarized with it.

TO SCALE MOUNT KENIA.

Dr. Hans Meyer, the mountain explorer, who reached the two summits of Kilima-Njaro though many others had failed, will try during the winter to reach the top of Mount Kenia (19,000 feet high), the second highest mountain in Africa. He expects to live for several weeks in the neighborhood of the snow line or above it, and will take an ample supply of sheepskin sleeping bags, blankets, and rubber coverings, in addition to ice axes, snow spectacles, Alpine ropes, climbing irons, and other necessary articles. The great difficulty met with on these snow-topped mountains is the failure of the food supply. He will arrange to have a regular supply carried to the upper regions.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

Christmas Exercises.

MOTHER GOOSE CANTATA.

By MISS BELLE L. DAVIDSON, La Porte, Ind.

CHARACTERS, COSTUMES:—*Mother Goose*.—Red or yellow hat, pointed crown. Gay dress, grotesque style. *Staff*.—Slender boy, big red apron, cap with tassel. *Old Woman who lives in a shoe*.—Old lady's cap, dress, and handkerchief. Powdered hair. Carries a large doll wearing a long dress. *Mother Hubbard*.—Cap with wide frill. *Mother Hubbard gown*. A pet dog, or a stuffed imitation will do. *Bopeep*.—Shepherdess dress. Long crook decorated with ribbons. *Her sheep*.—Two boys, wearing suits of white, tufted with wool. Masks or imitation heads; or instead toy sheep may be used. *Little Boy Blue*.—Blue suit, wide ruffles at neck, wrists, and knees; horn. *Old Woman and hen*.—Old woman in old lady's costume, or Kate Greenaway. The hen may be a boy dressed in black cambric, with a mask representing a chicken's face. *Bachelor*.—Large overcoat, large plug hat. *Wheelbarrow*, large enough to hold a tiny girl. *His wife*.—White dress, tarleton veil, fastened with a wreath of flowers, parasol. Rides in wheelbarrow with feet dangling out behind. (The stage should give ample room for the march. Seats should be placed on each side of stage, for the different persons, when through their parts. The Christmas stocking can be made of red calico, and fastened out of sight by wires. Piano accompaniment adds very much.)

(Enter *Mother Goose* leaning upon her staff; she bows in a bright manner and sings. Tune: "Little White Lily.")

"I greet you, dear friends, I am called *Mother Goose*, A queer, homely name, but I think it's no use To quarrel about it, and then you can see The children all like it, and that pleases me."

Recites.—I am *Mother Goose*, a poor, simple old body who makes verses to get children to sleep. I'm pretty old, but I'm not afraid to tell my age. I would like to tell you how old I am if I only knew, but I think I'm more than a thousand years old. Shall I sing another verse to you? (Sings—same tune as above.)

"I have brought just a few of my family along, To charm you with lively talk, and with song. Old *Mother Hubbard*, *Bopeep*, too, The funny *Old Woman* who lives in a shoe."

My verses are just like soothing syrup, and I know you'd like to hear some of them. You've read some of them! Well, I am glad. But here is one the little ones always like: (Sings. Tune: "Lightly Row.")

"Hey, diddle, diddle,
The cat played the fiddle,
The cow jumped over the moon,
The little dog laughed
To see such fun,
And the dish ran away with the spoon."

Recites.—But that little dog! Wouldn't you like to see the little dog that laughed? He's a funny fellow! Shall I bring him out? (Leaves stage and re-enters with a covered basket.) The dog's in this basket. I'll let him out in a minute. He won't hurt you, my dear children. He only laughs. (Coaxingly.) Now, *Fido*, I'm going to let you out. You can laugh a little for these children. Don't you want to get out, *Fido*? You coax him a little, children. (Children sing in a beseeching tone. Tune: "My Pussy.")

"Come, come my pretty *Fido*,
Stand up for some sport!
No! No! my little children,
I'd much rather not.
I hate such a riot,
So let me be quiet,
A-dreaming, dreaming, a-dreaming so sweet!
"Come, come, pretty *Fido*,
Come, come out, I say.
No! No! my little children,
Do please let me stay
Here in the basket; I
Lie softly and snugly,
A-dreaming, dreaming, a-dreaming so sweet!"

(*Mother Goose* meanwhile bends over basket as though coaxing him. *Recites*, very coaxingly:—Now, you'll come out, doggie. Here, *Fido*, here! He's afraid, poor fellow. Come out, poor little doggie! I'll have to take him out. Poor fellow, he shall come out; yes, he shall. (Takes out the large toy dog and holds it up.) That's the doggie! But he's tired, so I'll put him back in his snug

basket. Now, I'll call Simon. Simon! Simon! Simple Simon!

(From behind, Simon answers, "Ma'am?")

Here! I want to show you to the children. (Simon enters the door with a large tin pail, hook, and line, and says: "Can't; I want to go fishing." (Puts pail down and fishes while Mother Goose says: This is Simple Simon. I made a verse about him. I know you would like to hear it, too. (Sings.—Tune: "Goodbye, my Lover, goodbye!")

"Simple Simon went a-fishing,
Meant to catch a whale.
All the water he had got,
Was in his mother's pail."

(Throws up hands.) Simon is such a trial! Now, you go away and send the old bachelor out. I made a few verses about him, too. Perhaps you know them, but no matter.

(The Bachelor enters with empty wheelbarrow, wheeling slowly around the stage while she sings. Tune: "My Pussy:")

"When I was a bachelor I lived by myself,
And the bread and the cheese I put upon the shelf.
The rats and the mice, they made such a strife
That I had to go to London to buy me a wife."

(Bachelor re-enters with wife in the wheelbarrow, and wheels very slowly disappearing just as the last line is sung.)

"The streets were so broad and the lanes were so narrow,
That I had to fetch her home on an old wheelbarrow.
The wheelbarrow broke, and my wife got a fall,
And away went the wheelbarrow, wife, and all."

(Mother Goose, to all the children:) Now, children, call the little "piper." (School sings. Tune: "Little White Lily:")

"Little Boy Blue, come blow your horn.
The sheep's in the meadow, the cow's in the corn.
Where is the boy that looks after the sheep?
He's under the hay-cock, fast asleep."

(While singing, Little Boy Blue enters with his horn; keeps time to the music, bows, waves his horn, and departs.)

(Little Old Woman who lives in a shoe enters, carrying a large doll. She bows.)

Mother Goose.—Why, good afternoon, Old Woman who lives in a shoe. You have brought only one of your children with you.

Old Woman.—(Same tune as above:)

I'm the old woman who lives in a shoe;
With so many children, oh! what shall I do?
Their supper is over, their prayers have been said;

I bade them good-night and tucked them in bed.
(Hears laughing: turns and listens.)

Why surely they're laughing and romping in there.
They're up, and are coming out here, I declare."

(Enter eight little girls with dolls in their arms and recite:)

Dear mamma, do not scold us;
Of course we know you told us,
Sound asleep we soon must be;
So we shut our eyes and tried,
But they would fly open wide,
Naughty little darlings we.

So each one waked her dolly,
They're sweet as they can be; (Kiss dolls.)
We think 'tis very jolly,
Happy little darlings we.

We heard the children singing;
Their merry voices ringing,
Kept us wide awake, you see;
And we thought if we should come
We might help the music some,
Happy little children we."

(They join hands in a circle around the Old Woman alternating with the dolls, and dance around keeping step to the music; then resume their places in semi-circle.)

Old Woman.—(Sings same tune as before:)

Oh dear! 'tis no wonder my hair has turned gray;
When I was a child, was I naughty this way?
But 'tis only mischief, so I'll not scold,
Although I'm afraid the poor things will take cold."

Recites:

Now, pets, as you've come, you must wide awake keep,
And help me to sing little sister to sleep.

(Old Woman and children sing; same tune as above:)

1. Hush-a-by, baby, on the tree-top,

When the wind blows the cradle will rock;
When the bough breaks the cradle will fall:
Down will come baby, cradle, and all.

2. Hush-a-by, baby, up in the sky,
On a soft cloud 'tis easy to fly;
When the cloud bursts the raindrops will pour,
Baby comes down to mother once more.

3. Lullaby, mother, rest in your chair,
Grown are the babes who needed your care;
Weary is toil, but short is the day,
Happy the sleep that bears it away.

Exit.

(The dolls are rocked to and fro, in time to the music. Enter Little Bopeep. Mother Goose goes to her and greets her.)

Where have you been roaming, my gentle Bopeep,
Still hunting for those sheep?

Little Bopeep recites:

Two of my pretty white sheep
Have wandered far, far away;
I've treated them kindly ever;
How could they have gone astray?

The others are in the fold,
All sleeping snug and warm,
And must still search till these
Are with them and safe from harm.

School sing: Tune: "Yankee Doodle."

Little Bopeep has lost her sheep,
She don't know where to find them;
Let them alone, and they'll come home
With their tails behind them."

Bopeep recites:

Like sheep, we oft go astray
From the Heavenly Shepherd's fold,
And wander in sinful ways,
Far off in the dark and cold.

Then the tender Shepherd calls,
Still seeking us everywhere,
And brings us back in His arms,
With a Father's loving care.

I must find my sheep, though they
Have not precious souls like we.
Hark! surely I hear them now;
My sheep have come home to me!

(Sheep come in from a side entrance on the stage, and stand near Bopeep, who caresses them, and leads them out, while the school sings:)

Little Bopeep has found her sheep,
Patiently she sought them;
Safely home, no more to roam,
Lovingly she brought them.

(Enter a little girl with a dog in her arms. Recites to Mother Goose who is sitting down:)

I had a little doggie that used to sit and beg,
But doggie tumbled down stairs and broke his little leg.
Oh! doggie, I will nurse you, and try to make you well,
And you shall have a collar with a pretty little bell.
Oh! doggie, don't you think you should very faithful be?
For having such a faithful friend as me?
And when your leg is better, and you can run and play,
We'll have a scamper in the fields and see them making hay.

But, doggie, you must promise, and mind your word you keep,
Not once to tease the little lambs, or run among the sheep;
And then the yellow chicks that play upon the grass,—
You must not even wag your tail to scare them as you pass.

(Exit little girl. Enter Mother Hubbard with a dog in her arms.)

Mother Goose:

You're looking quite gloomy and sad. Is your little dog sick? I hope he's not mad, or are you grieving for that bone? (Turns to audience.) Shall I show you the bone that she gave her dog? (Takes up a box from the table and turns it upside down.) Nothing there? Well, that's the bone! For you remember that—

(Mother Goose and the school sing: Tune: "Yankee Doodle.")

Old Mother Hubbard
Went to the cupboard
To get her poor dog a bone,
When she got there
The cupboard was bare,
So her poor dog had none.

(Old Mother Hubbard answers by singing to same tune:)

Old Father Hubbard
Has been to my cupboard
And taken my poor dog's bone,
And gnawed it quite bare,
'Tis a shame, I declare!
For now the dear creature has none."

(Goes to her seat on one side of the stage.)

Mother Goose:

I wish the Old Woman and her hen would come! I want you to see them. (Calls:) Chickie! Chickie! Chickie!

(Enter Old Woman and hen.)

Sings:

I had a little hen, the prettiest ever seen.
She washed me the dishes and swept the house clean.

Didn't you, hen? (The hen nods.)

She went to the mill to bring me some flour,
She brought it home in less than an hour.
She baked me my bread, she never once did fail,
She sat by the fire, and told many a fine tale.
Isn't it so, my little hen? (Hen bows.)

Mother Goose:

You're a real good hen, and I'm glad you come. Now 'tis time we had a change, though half my family you've not seen.

(Chords are struck on piano.)

Mother Goose waved her staff to those sitting on either side of stage, takes her place, leads the march around stage twice, down center; one to the right, the next to left, etc., meet in pairs at back; march to the front, separate, one pair to right, one to left etc.; first pair form an arch at back, the next pass through and do the same, until ten arches are formed, then first pair pass through and separate, one to right, the other to left; rest follow; march in ones to their places, remain standing. Mother Goose stands in center.

Recites:

I hung up a stocking, and I hope Santa Clause has put something good in it for you. He is as great a friend to children as I am myself, and when he sees that large stocking hanging there in the chimney wide, he'll say to himself, "Ah! this is one of Mother Goose's tricks, but all her children are my children, the world over, and I will remember each one this Christmas eve."

(Mother Goose and the others on stage point to where the stocking hangs out of sight, which is lowered as they sing:)

Tune: "Where do all the Daisies go?"

Stocking! stocking! now appear,
To the children waiting here,
Come down lower, lower, lower,
Even to the very floor.
With your ever loving care,
Give to each his share."

(Mother Goose opens stocking.)

Why, I declare! What a fellow Santa Claus is! Here are balls of popcorn and good things for all of you. I thought Old Santa wouldn't disappoint you. Here is one for Willie and for Julius. See! you all are remembered, and I wish each a very merry Christmas. Now, as I call your name, you may come up for whatever Santa has given you, and then go quietly home to enjoy your Christmas pleasure there.

THE KING.

Who said that the summer was fairest,
And autumn, the harvest's proud queen?
Who called that pale season the rarest,
When buds are first tingeing with green?

Who'd chant to the praise of the subjects,
Forgetting their monarch's to sing!
Who'd bow at the feet of his pages,
And not at the throne of their king?

King winter! his diadems crown him;
Pure silver his mantle, aglow
With crystals that gleam in the sunlight,
And sparkle like gems in the snow.

Who said that his kingdom was barren?
His forests a wilderness drear?
Go view the long arches, where slumber
The trees in the hush of the year!

Who said that his heart, too, was frozen?
The bells ring his cheer from their spires;
And see, from a thousand warm corners
The chimneys are roaring his fires!

So when round your firesides you gather,
Your glad Christmas carols to sing,
When plenty has crowned the glad season,
All hail to her monarch, the king!

—Selected.

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30 cents.

NEWS SUMMARY.

NOVEMBER 17.—Serious riot near Moscow—one hundred peasants shot and wounded by soldiers.—A ship capsized on the Dalmatian coast and thirty-eight persons drowned.

NOVEMBER 18.—Parnell will remain the leader of the Nationalists.—Premier Crispien in a speech said that the government had accomplished many internal reforms, and had conquered for Italy a position among the nations of the world that no one dare risk abandoning.

NOVEMBER 19.—Dillon and O'Brien sentenced to six months in jail.—United States troops surround the Indians in South Dakota.—Chinese fortify Guilin in Manchuria.

NOVEMBER 21.—The city of Berlin sets aside buildings for Dr. Koch for hospitals.—On account of the United States tariff, France retaliates by laying heavy restrictions on American life insurance companies.

NOVEMBER 23.—Gen. Booth gets large subscriptions to help carry out his plan.—Death of Bishop Beckwith, of the Protestant Episcopal church.

RESUME OF EVENTS, FOR REVIEW.

NOVEMBER.

The election gave the Democrats the lower house of the next congress by an overwhelming majority, and made the senate nearly a tie. The coast of New Jersey suffered considerably from a severe storm. The Mormon church forbade polygamy, thus placing itself in accord with the laws of the United States. A ship canal is projected to connect Lake Erie and a tributary of the Ohio river. Gold was discovered near the Black hills. Mississippi adopted a new constitution, requiring an educational qualification for voting. The Indians in the Northwest prepared for war, and settlers fled to places of safety. It is proposed to unite Georgian bay and Lake Ontario by a ship canal. Rear Admiral Steedman died. Sir Julian Pauncefote proposed a plan for settling the Behring sea question. Canada reduced the postal rate from three to two cents. Great Britain and France tried to settle the Newfoundland fishing question, with fair hopes of success. The anniversary of the Brazilian republic was celebrated. It was decided to fix the boundary line between French and Dutch Guiana by arbitration. A revolt of soldiers took place in Honduras. A financial panic occurred; the bank of North America becoming embarrassed, was helped out by the other banks, and abroad, the Barings received an immense loan from the Bank of England to tide them over. Petroleum was discovered in France. William III., of the Netherlands, was declared unfit to reign, and a few days after died. The British ship *Serpent* was sunk off the coast of Spain with nearly all on board. The Pope will appoint a commission to discuss the social question. Emperor William arrested an editor for reporting his speech. Dr. Koch made a sensation in the medical world by announcing a cure for consumption. A scheme was proposed for tunneling between Ireland and Scotland. British gunboats entered the Zambesi river. Several African colonization schemes were started. Baron Wissmann proposed to establish a civilized government in German East Africa. Progress was made in the excavations at ancient Troy.

QUESTIONS.

1. Give a sketch of Mormonism. What is polygamy?
2. What would be the gain by connecting Lake Erie and the Ohio river by a canal?
3. What is there to say in favor of an educational test for voters?
4. What has caused most of the Indian wars in the United States?
5. Why is it necessary to protect the seals in Behring sea?
6. What is the chief industry of Newfoundland, and why?
7. What has Brazil done toward organizing a permanent government?
8. What can be said of arbitration as a means of settling international difficulties?
9. Why, if there is one business failure, are there likely to be more?
10. Tell something about the people and productions of the Netherlands.
11. What is the meaning of the expression, "Free speech and a free press." Does it exist in Russia? In Germany? In Ireland?
12. What will Great Britain gain by controlling the navigation of the Zambesi river?

KILLED BY A NIHILIST.—Gen. Seliverskoff, a Russian agent in France, died from the effects of a bullet wound in his head, inflicted, the police believe, by a Nihilist as an act of revenge. What is a Nihilist?

INDIANS' LAND.—In his report, Secretary Noble says that an allotment of land in severalty to the Indians has been made; over 3,000 Indians have received their shares in the last eighteen months; while eight other reservations, with a population of 9,300, are now being apportioned. What does holding land in "severalty" mean?

THE CONGO STATE.—The steamer *Lualaba* left Antwerp for Zanzibar with the agents of the Congo state and the Anti-Slavery Society on board. The Jesuits have decided to establish missions in the Congo state. Where is the Congo state?

A NEW CRUISER.—The U. S. Cruiser *Maine* was launched at the Brooklyn navy yard Nov. 18. Her descent into the water was greeted with booming cannon. This vessel is provided with sufficient armor and guns for offence and defence.

BECOMING FRIENDS TO THE JEWS.—A protest against the prosecution of the Jews in Russia is being prepared and will be published unless the government interferes. It is signed by journalists, and literary and professional men. What is the character of Russia's government?

BRAZIL'S ANNIVERSARY.—The Brazilian republic celebrated its first anniversary November 15. Congress met for the first time on that day, and listened to the president's message. There was a review of the army, and banquets and other festivities. The powers lodged in the provisional government were transferred to the people's representatives in congress. Name the republics of the Western continent.

EGGS FOR ENGLAND.—Canada is shipping large quantities of eggs to England. The United States produces a large number of eggs and for the most part consumes them, being to a large extent cut off from a foreign market by the tariff.

SUFFERING POOR.—In many places in Ireland, London and other large cities in England, and throughout Germany there is likely this winter to be great suffering among the poor. Emperor William has been studying the problem, and has a plan for colonizing German South Africa by veterans of the army, and others. He is encouraged on account of the success of the German colonies in New Guinea. Name some great migrations of history.

THE MEDITERRANEAN QUESTION.—There are some interesting political questions connected with the countries bordering on this sea. It is very uncertain at present what nation will get control of Syria and Asia Minor, but it is probably Russia. Morocco's government is so bad that the only reason it has not been annexed is that it has not been decided what power shall take it. If the French should fortify Biserta they could "cork up" the strait between Tunis and Sicily. England has to keep a fleet in the sea to hold her own. Under the Triple alliance Italy and Austria must preserve the balance of power in the sea. What is meant, politically, by "balance of power"?

THE SIGNAL SERVICE.—Chief Signal Officer Greely reports that there has been a great growth lately in the system of signaling by means of the heliograph (an instrument for telegraphing by means of the sun's rays). Last year 98 per cent. of all the "cold waves" were predicted. He says that tornadoes are not so destructive to life as thunderstorms. Of what benefit are signal service predictions?

BARON WISSMANN'S PLAN.—This nobleman, who is the German commissioner in East Africa, has gone to Zanzibar. He will not fight the natives, but will form a civilized government. A provincial police force will be created, the harbors will be improved, and roads built in the German possessions. What agreement did Germany recently make with Great Britain.

SOUTH DAKOTA'S CAPITAL.—At an election several months ago Pierre was chosen as the capital. A recent dispatch says that the question of where the capital shall be located finally, will go to the courts.

STATUES OF NOTED MEN.—A bronze bust of heroic size of Gen. Winfield Scott Hancock is soon to be erected in Hancock park, at St. Nicholas avenue and West One Hundred and Twenty-third street, New York. The letter-carriers will also place a monument to S. S. Cox in one of the New York parks.

PETROLEUM IN FRANCE.—A discovery of petroleum is reported from the foot hills near Clarmont Auvergne, France. The oil is said to be quite equal to that found in Baku or Pennsylvania. Tell how petroleum is obtained.

NATIONAL BOARD OF COMMERCE.—Prominent merchants want the United States government to establish a national board of commerce. It will be similar to the English board of trade. Secretary Windom recently appointed a commission to hear arguments on the proposition. Of what value would a national board of commerce be to the country?

BIG GUNS AT HALIFAX.—Four big guns will be placed in the new fort on Macnab island, in the center of Halifax harbor. The weight of one just received is 33 tons, the bore 10 inches, charge of powder 250 pounds, which will throw a 500-pound shell 3,000 yards. The shot will penetrate wrought iron 19 1-3 inches. When were iron warships first used?

OF SPECIAL INTEREST TO PUPILS.

A MAN WITH A FROG'S SKIN.—It is stated in a Chicago paper that an Indianapolis woodworker fell into a steam vat at the Indianapolis Veneer Works two months ago. His flesh was cooked, and the doctors decided that there was only one chance in a thousand of having his life saved—by removing the skin from his body. After two days this was done. He was peeled from head to foot. Frog's skin was grafted on as the dead skin was removed. The operation has proved a complete success, and the man has recovered sufficiently to be able to return to work.

SIGNING A CHECK BY ELECTRICITY.—Mr. Edison has invented an instrument by which a check can be signed one hundred miles distant. The sender traces his writing on soft paper with a stylus. This is on a cylinder which, by revolving, "makes and breaks" the current by means of the varying indentations on the paper. At the receiving end of the wire a similar cylinder, moving like the other, receives the current on a chemically prepared paper, on which it traces the signatures in black letters on a white ground.

BEETHOVEN'S HOUSE.—The Beethoven house at Bonn is now open for public inspection. Within are to be found a large number of portraits, busts, and autographs of the composer, with his violin and other instruments, including the last grand piano used by him. The latter is still in good condition. Beethoven's aural appliances are among the most interesting of the relics.

HORSE-FLESH FOR FOOD.—Just twenty-four years ago the first horse butcher in Paris opened his shop. Since then there have been started nearly one hundred and forty horse flesh shops in the department of the Seine, and at the present time about twenty-thousand horses are killed every year in Paris for human food. In Paris the price of the meat is less than half that of ordinary butcher's meat. Berlin is following the example of Paris.

THE SMALLEST FLOWERING PLANT.—The smallest flowering plant is *Wolffia microscopica*, a native of India. It belongs to the duckweed family. It is almost microscopic in size, destitute of proper stem, leaves, and root, but having these organs merged in one, forming a frond. The fronds multiply, and with such rapidity does this take place, that a few days often suffice to produce from a few individuals enough similar ones to cover many square rods of pond surface with the minute green granules. Small as these plants are, they bear flowers. Two are produced on a plant, each of them very simple, one of a single stamen, and the other of a single pistil, both of which burst through the upper surface of the frond.

THE COMPASS PLANT.—This plant is found in Texas and Oregon, and takes its popular name from the tendency to polarity of its leaves. It is also known as the pilot-weed and polar plant. The radial leaves of this plant present their edges north and south, while their faces are turned east and west. This peculiarity, it is said, has long been known to hunters and travelers, who, when lost on dark nights, easily get their bearings by feeling the direction of the leaves.

EYE-STONES.—These are portions of the covering of certain shell-fish, serving to close the opening when the animal draws itself within. They are hard, stony bodies, about the size of split peas, one-third to one-sixth of an inch in diameter, a little longer than broad, having one surface plane and the other convex. When one of these stones is placed under the eyelid, at the outer corner, the natural movements of the lid in winking push it gradually toward the inner side, and when it comes in contact with the mote, this is carried along, and finally expelled with it.

THE PARACHUTE.—An aeronaut lately said he did not descend with a parachute from a less height than 3,000 feet. A smaller distance does not give the parachute time to expand. He descended once from a height of 10,000 feet. At the beginning of the descent the sensation resembles that experienced by people descending in an elevator, only it is more intense, and the speed is so fast as to take one's breath. The main danger in parachuting has been due to the oscillating motion in the air. During some descents this oscillation is so great as to bring the parachute on a horizontal line with the aeronaut. When he leaves the balloon he pulls a rope which opens a valve, allowing the gas to escape, and it usually reaches the ground before he does.

THE NORTH AND THE SOUTH POLE.—Polar discovery presents a great fascination for mariners. Dr. Nansen will lead an expedition to the North pole, and his vessel will be so built that instead of being crushed by ice floes it will be raised and carried onward. Prof. Nordenfalk will attempt to force the icy barriers of the South pole. He will seek a harbor in which to winter, and push to the south in the following spring. It must be said that in the field of exploration Scandinavian enterprise is ahead. Why does it become colder as we approach the poles?

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

THE GRUBE METHOD.

Col. Parker, in his "Talks on Teaching," says, "No one can fairly judge a method by seeing it in operation once or twice, because the application may not be correct, and that cannot be judged unless the foundation principles are known." I was reminded of these words when reading the remarks on the "Grube Method," in THE JOURNAL of the 15th. The writer does not want "to disparage the Grube Method"; but "her own observations" have led her to feel that "it is confusing, harmful, stagnating, to the child of ordinary brain power." If this is the case, we will have to do away with the Grube Method, although it has stood proof for over fifty years. It seems to me that the writer has witnessed wrong applications of the method in question.

The foundation principles of the Grube Method, have been accepted by all modern educationists. Many teachers that oppose the method in theory, acknowledge in practice that they cannot do without the principles laid down by Grube. Of course, we refer to the teachers of primary arithmetic; for in the lower grades, and particularly "the lowest grade," the Grube Method finds its proper place. Now let us inquire on what basis Grube has built up his method.

Grube is a disciple of Pestalozzi and believes with his great master in the one cardinal truth: "Education is the generation of power." Therefore he refutes the shopkeeper principle which demands of teaching number only the one thing, that the child be enabled to solve with readiness the arithmetical problems on every-day business. His system rests on a *psychologic basis*. Its primary object is to increase mental power. Through sense-perception, the memory, and thinking, the child is first to gain a clear idea of a number, to measure and compare it with others before being taught the practical application. He has to get the rabbit before he is told to skin it. The Grube Method is a logical proceeding. Viewing a number in its many relations demands intense observation; and, as the child is led to be continually active in discovering for himself as much as possible, his powers of attention and concentration are sharpened and increased. His interest and zeal are kept aglow, and voluntary mental action is secured. Thus the teaching of number becomes a powerful factor in the cultivation of the powers of the mind, and therefore, also an educational economy of "time, strength, and energy."

It would require more space than the editors of THE JOURNAL can afford to allow me to discuss all the excellencies of the Grube Method. But it will perhaps be seen from what has been said, that the method rests on a basis that will stand proof against all attacks. An eminent German educationist writes of the Grube Method in the lowest grade (first school-year): "It may be looked upon as a *lasting pedagogic acquisition*;" and another adds, "The Grube Method is founded on the science of psychology, and therefore cannot be replaced by a better one."

Buffalo, N. Y.

OSSIAN H. LANG.

I am very much afraid that you are neglecting to throw the influence of the paper against tobacco smoking. Last summer at Saratoga some principals gave out that they were attending the teachers' association, but sat smoking all day long on the hotel piazzas! Now there is not a day that I do not strive to foster a spirit of repugnance to tobacco among my boys; I feel that every teacher from one end of the country to the other should do this. I never see a boy get dull and uninterested in school but what I find a tobacco smoker. The boys who play truant are all smokers, and a physician told me only yesterday that a sick boy who had been in my class would stand a better chance of getting well if he had not hurt his recuperative powers by smoking. Do speak out on this subject, even if it offend some smoking principals.

A NEW YORK TEACHER.

The teacher should not smoke. We are not certain that we would advise the rejection of a good man solely on account of his smoking, but between two men equally good in other respects, we would counsel the selection of the non-smoker. While smoking cannot be classed with immoral acts, it certainly is a practice that no teacher should indulge in. Thousands of young men learn to smoke—and give up study; thousands of young men smoke away their evenings instead of employing them in self-advancement. This argument alone is one that should be conclusive with a teacher.

1. What would you do to prevent scholars from missing many words in spelling? 2. Are Lake of the Woods and Lake Superior connected? Shall be glad to have some interesting exercises in primary physiology and arithmetic.

Pa.

F. W. M.

1. Have them write the words neatly; also put them in sentences. Above all, create an interest in the words. I fear you are taking those children beyond their depth. Remember what Pestalozzi says: "To have a knowledge of words with no distinct idea of the things they represent, enormously increases the difficulty of getting at the truth. Why have I been so foolish as to let him pronounce imperfect words without giving a clear idea of the meaning?"

2. No; its outlet is the Winnipeg river into Lake Winnipeg. We will bear in mind your wishes.

1. I have an idiotic child coming to school to me. How shall I go about getting the parents to keep the child home? 2. What is the name of the man who rang the bell to let the people know that the Declaration of Independence had passed congress? Karber's Ridge, Ill. J. L. T.

1. Apply to trustees; tell them you can do him no good. 2. No name is given in history.

In THE SCHOOL JOURNAL of November 1 you answer the correspondent L. H. upon parsing in this sentence: "He saw a star shoot from heaven; and, glittering in its fall, vanish upon the earth." I take exception to your parsing of "glittering." I claim it is a participle modifying "star," or "it" understood, as "and he saw it glittering," etc. Does not the comma after "and" indicate an ellipse? And can a participle go beyond a semicolon for the word it modifies? 1. Is it generally conceded that an infinitive can have a subject? 2. What authors teach that in their text-books? 3. What is their line of argument?

Manchester, N. H.

GEO. WINCH.

Is the meaning "shoot in a glittering manner" or is it "saw a star shoot, saw it glittering as it fell"? If the former, the parsing in THE JOURNAL, page 250 is correct; if the latter, you are. The questions you ask we leave for readers, but their replies must be short. We cannot give valuable space to grammatical niceties.

1. Please say where in this country one can get the best training for kindergarten work. 2. How long a time should be spent in preparation? Warren, Mass. F. K.

We believe in New York City; Prof. and Mrs. Kraus (the latter a pupil of Madame Fröbel) are exponents of the best German ideas on the kindergarten. Write us should you desire the address. 3. Not less than a year.

1. What is the advantage, if any, in requiring pupils to say eighteen hundred and fifty-six, instead of 1856, and would you require pupils to give dates thus? 2. Would you require full sentences for every answer in all branches in the recitations? 3. Is Mrs. Harriet Beecher Stowe still living? If dead, when did her death occur? 4. Where, if living, is the home of James T. Fielus, what has his business profession been, and is he related to Cyrus W. Field? 5. Will you please recommend a good book on civil government, that a teacher who has never studied the subject can study? 6. Is there not a mountain in Asia in the Himalaya mountains higher than Mt. Everest? 7. How can I procure a map of Africa showing the recent explorations and divisions? 8. Would you require pupils to say chapter second, third, or fourth, as the case may be; or two, three, or four?

1. To say 1856 (eighteen fifty-six) is enough. 2. No; it would take too much time; yet let them know how to do it. 3. Alive. 4. Boston, a publisher. Not that we are aware of. 5. Nordhoff's. 6. We think not. 7. One appeared in Harper's Weekly. They will send it for ten cents. 8. "Chapter third," to be grammatical.

1. How would you punish a boy for running away from school? 2. And how for using impertinent language? He is encouraged by older ones at home. W. I. T. W. Virginia.

1. That is indeed a hard question. I should shift the burden on the parents. It is hardly your business to get him to school. Let the parents do that. Report him to them, and tell them they must get him to school. 2. You must impress him that he is the one injured by putting up bars between you and him; that he comes to school to have you benefit him, and how can you do it if he makes you dislike him? You must impress on him that you are not his enemy. It is useless to punish him until he feels that.

We have observed in THE SCHOOL JOURNAL of October 25 an editorial on state certificates, in which you pay North Dakota a high compliment. In the closing paragraph you say, "These are, in brief, the main features of this law, and in the main they are good, but it seems to us that more attention should be given to the history of education, educational psychology, and the science of methods by those who are permanently authorized by a state to teach." In relation thereto I enclose you a circular pertaining to state examinations, and you will observe therein that we require a knowledge of the character to which you refer.

FRED. W. CATHER, Deputy Supt.

From this circular we learn that there are three grades of county certificates—the *third*, valid for one year, the *second* for two years, the *first* for three years. There are two grades of state certificates—the normal for five years, the professional for life. Both of the latter require a knowledge of pedagogics, history of education, school law and school organization,—the last a knowledge of psychology.

We hope the questions for the county examinations emanate from the state superintendent's office, or some central authority, so as to give uniformity, or the whole structure of primary education in Dakota is weak, and the work will be wasted.

What is the meaning of the expression of Patrick Henry in the colonial assembly, "Cesar had his Brutus, Charles I. his Cromwell, and George III. may profit by their examples"? St. Joseph's Convent, Adrian, Mich.

We think Patrick Henry meant to imply that George III. should beware of the fate of tyrants; that if he wished to escape their doom he should avoid the acts that caused their downfall.

How is Arkansas pronounced?

F. W. G.

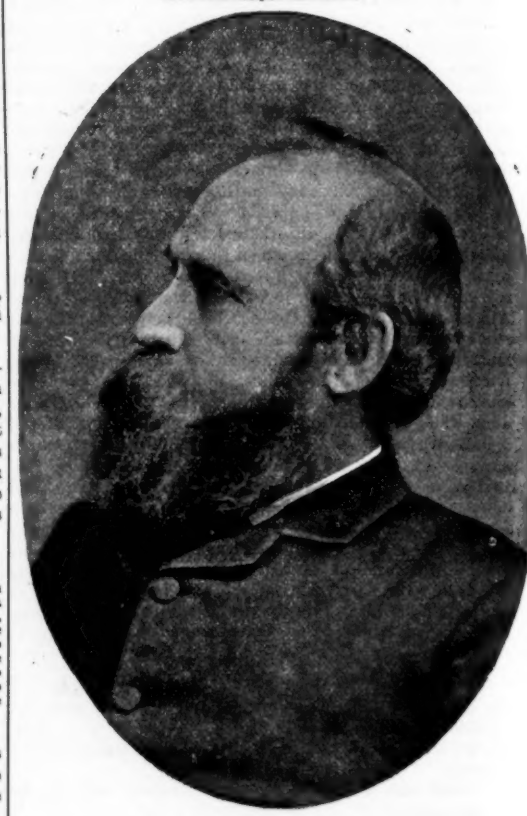
The state legislature, we believe, has decided on Ar'-kan-sä. Webster gives the same, and that is the pronunciation generally heard in the West. The writer, being a New Yorker, finds himself saying Ar-kan'-sas much oftener than the other. Living in a representative democracy, however, he humbly bows to the will of the majority in this, as in other matters.

THE EDUCATIONAL FIELD

STATE ASSOCIATIONS FOR MID-WINTER, 1890 AND 1891.

[Will subscribers please aid us in making this list complete?]

Colorado.—Dec. 30, at Denver.
California.—Last week in December, at San Diego. James G. Kennedy, Pres't; Miss Mary E. Morrison, Sec'y.
Illinois.—Dec. 29, at Springfield. P. R. Walker, Rockford, Pres't; J. M. Bowley, Litchfield, Sec'y.
Indiana.—Dec. 29, at Indianapolis. W. W. Parson of Terre Haute, Pres't; Anna M. Lemon, Bloomington, Sec'y.
Iowa.—Dec. 30-31, and Jan. 1, at Des Moines. James McNaughton, Council Bluffs, Pres't; E. J. Eggrate, Marion, Sec'y.
Kansas.—Dec. 29, at Topeka. D. E. Sanders, Ft. Scott, Pres't; S. D. Hoaglin, Holton, Sec'y.
Massachusetts.—Nov. 28-29, at Worcester. Wm. H. Lambert, Fall River, Pres't; C. W. Parmenter, Cambridge, Sec'y.
Michigan.—Dec. 22 to 24 at Grand Rapids. J. J. Plowman, White Pigeon, Pres't; D. A. Hammond, Charlotte, Sec'y.
Minnesota.—December.—L. C. Lord, Morehead, Pres't; Miss L. Leavens, Sec'y.
Maine.—January 1-3, at Augusta.
Montana.—December 3, at Helena. J. R. Russell of Butte, Pres't; J. C. Templeton, Helena, Sec'y.
Mississippi.—December 23, at Jackson. J. J. Deupree, of Clinton, Pres't; J. J. Wooten, Oxford, Sec'y.
North-east Missouri Association, at Hannibal, Dec. 26-31. David Gentry, Pres.
Nebraska.—Dec. 31 at Lincoln. Isaac Walker, Pembroke, Sec'y.
North Dakota.—Dec. 30-31, at Fargo. M. A. Shirley, Pres't; W. M. House, Sec'y.
South Dakota.—Dec. 29, at Sioux Falls. H. E. Kratz, Vermillion, Pres't.
Washington.—Dec. 31, at Spokane Falls. W. H. Heiney, Pres't.
Wisconsin.—December. L. D. Harvery, Oshkosh, Pres't; W. J. Desmond, Milwaukee, Sec'y.



DANIEL T. AMES.

One of the best known figures in the penman's world is Mr. Daniel T. Ames. He has won this position by a life long devotion to the idea of promoting efficiency and elegance in penmanship. In this he has been an enthusiast. He is always found ready to uphold the dignity and importance of good writing. Nothing stirs him more than the assertion that "writing is a special gift." This Mr. Ames declares to be rank heresy. He would require every school to become proficient in this branch, for it is such an important factor in active life. He holds that only teachers competent to attain specific results should be employed in our public schools. Every school should teach penmanship.

Mr. Ames started *The Penman's Art Journal* fourteen years ago. It met with favor at once, and is recognized as the representative paper of its class. A large portion of the paper is devoted to an exposition of methods of teaching writing in the public schools. The entire course is sketched with great minuteness.

Mr. Ames has built up a large business in making ornamental pen designs, memorials, resolutions, etc.; his office is a museum of specimens of the penman's art. He is employed as an expert in almost every leading case involving this question which is tried in the courts.

The South Dakota educational association is to be held in Sioux Falls, on Tuesday, Wednesday, and Thursday, December 29, 30, and 31, 1890:

Rev. H. B. Grose, M. A., Pres. U. of S. D., Vermillion, S. D. Address—"The Unity of our Educational System."
 Dr. Lewis McLouth, Pres. S. D. A. C., Brookings, S. D. Address—"The Function of the Agricultural College."
 Prof. W. H. H. Beadle, Pres. S. N. S., Madison, S. D. Address—"The Work and Place of Normal Schools."
 Miss J. M. J. Payne, Supt. City Schools, Mitchell, S. D. Paper—"Literature in High Schools."
 Prof. R. B. McClenon, A. M., Prin. High School, Sioux Falls, S. D. Paper—"The Local Influence of the High School."
 Miss S. E. Withey, Prin. Lincoln School, Sioux Falls, S. D. Paper with Class Exercise—"History in the Grammar Grades."
 Prof. E. J. Vert, Prin. Schools, Miller, S. D. Paper—"On the Teaching of Current Events."
 Prof. W. H. Dempster, Pres. S. D. T. R. C., Madison, S. D. Paper—"The Opportunity Given by the State Reading Circle."
 Prof. C. M. Woodward, Director Manual Training School, St. Louis, Mo. Lecture—"Manual Training."
 Prof. J. D. Stay, Supt. City Schools, Yankton, S. D. Paper—"The Sloyd Work; Its Practical Value to American Schools."
 Prof. B. F. Hood, Supt. City Schools, Aberdeen, S. D. Paper—"Duties of City Superintendent of Schools."
 Hon. Gilbert L. Pinkham, Supt. Public Inst., Pierre, S. D. Address—"Our Educational Outlook." J. K. DAVIS,
 Cor. Sec. S. D. E. A.

VARIOUS persons have replied to Andrew Carnegie's statement that a college education stood in the way of a man who would be a successful business man. Chauncey M. Depew, president of the N. Y. Central, says:

"The question, as I understand it, is whether, with equal health, talent, energy, and special capacity for success, the boy who began sweeping the store or working in the shop at fourteen will beat in the end a boy who has the advantage of a college education. In other words, have the eight years passed in the preparatory school and the university, acquiring many things which would be useless in the factory or store, been thrown away? My observation leads me to directly the contrary opinion. The college-tired man, under equal conditions of capacity and health, has a trained intellect, a disciplined mind, a store of information, and a breadth of grasp, with the fearlessness which it entails, that enables him to catch up and surpass his rival. Hundreds of college graduates within the past five years, have begun in the various departments of railway work at the bottom. They were firing on the locomotive, working in the machine shop, switching in the yards, keeping books in the treasurer's office, serving in the freight and passenger departments, and my observation of them for this period has demonstrated the value of a college education."

There must be as a first step—to bring up former knowledge and excite an interest in increasing it. Then will come the new knowledge, which should be gained by the pupils themselves if possible. After this will come efforts to put this knowledge away—it must be compared with other knowledge and classified. And finally there should be some practical application of knowledge gained.

A CLASS of boys, in an Alabama school, had this sentence given to them for correction: "We saw a marble bust of Sir Walter Scott entering the vestibule." One of the boys handed in the following version, which bears internal evidence of having been made in springtime: "Entering the vestibule we saw Sir Walter Scott bust a marble."
 —*Youth's Companion*.

Is it best for a student to complete his education abroad? Yes, after he has learned to appreciate his own land, but not until then. It is sometimes a fact that a student is carefully instructed to look upon what is foreign, as superior to what is at home, and he goes abroad expecting to get a superior education from foreign minds. Under these circumstances it would be better for him to stay at home. The foreign must supplement the home training. French schools are not better than German, and then again, are not better than American. Each land has its points of excellence. We can learn from all. When an American goes abroad as a student, and not as a foreign maniac, he will come home with a stock of useful knowledge that will do us good.

On November 1 the corner-stone of a temperance temple was laid on the corner of Monroe and La Salle streets, Chicago. Nearly a thousand little children sang triumphal songs, and waved banners and national flags, as Miss Willard and Mrs. Carse spread the mortar. The building will be one of the handsomest in Chicago.

In the schools of Athens, Ga., we note the following salaries paid to teachers. In the white schools, 1st year teachers are paid \$27.50 per month for 12 months, 2d year teachers \$30 per month for the same time, 3d year teachers \$35; 4th year teachers \$40, principals of primary schools \$47.50; assistant principals of grammar and high schools \$65; and principals of grammar and high schools \$100. In the colored schools teachers are paid \$20, \$22.50, \$25, \$27.50, and \$30 per month for 9 months; assistant principals \$45 per month, and principals \$50.

A CORRESPONDENT in Mississippi writes, "There are more teachers than positions in this state." That should arouse the superintendent of schools of that state to act as Supt. Draper has in New York state, to fix a just standard that those who want to teach must reach, then to limit the certificates in time, the third grade to one year, the second grade to two years, the first grade to three or five years. In this way inefficient teachers disappear, and the number who can teach about equals the number of places.

ONE of the most successful among the independent teachers in this region is C. Eugene McChesney, A.M., Ph.D., principal of Paterson (N. J.) Classical Institute and Business College. He has been a member of the graduate division of the University of the City of New York for the past three years, and has completed his course with great credit to himself as well as to the university. The time will never come when independent schools will not be needed, and it is a source of great hopefulness for the future that in the sharp contest for their existence that has been going on for the past few years, that the great law of evolution has been again proved, viz., "the survival of the fittest." Dr. McChesney's school is a survival, and this is a great recommendation.

A SCHOLARSHIP of \$200 is offered by the Vassar Students' Aid Society to a student who passes without conditions all the requirements for admission to the freshman class of Vassar college at the examinations to be held in June, 1891. This scholarship is offered as a loan, and covers one-half of all charges made by Vassar college for one year's board and tuition. Examinations will be held in Chicago, Denver, Cleveland, Cincinnati, St. Louis, Washington, Louisville, Detroit, Omaha, San Francisco; and, if necessary, arrangements may be made for examinations in other localities. Address applications for this scholarship before May 1, 1891, to Miss Jessie F. Smith, South Weymouth, Mass.

THE resignation of Supt. MacAlister, in Philadelphia, created the utmost surprise. It appears that Mr. Drexel offered him the presidency of the Drexel institute last summer. A committee was appointed to express the feeling of the board of education.

THE *Southern Teacher* (Chattanooga) says of OUR TIMES: "The plan of this paper is to give a clear idea of what is going on in the world from month to month. Though designed especially for teachers, it is of interest to all who wish to keep track of the current events of the world that contribute to its real progress. It gives all the important views of the month without the murders and scandals. A clear, comprehensive review of the contents is also given with numerous suggestions as to teaching them."

It is now felt that instruction in drawing by a skillful man should be given in the institutes. Prof. D. R. Augsburg is one of the most busy men in this line of work. He discusses drawing in the primary class, how to make drawing interesting, drawing models and their uses, map drawing, sand, putty, and clay modeling, simple methods for drawing birds, animals, the human head, the human figure, trees, foliage, fruit, flowers, landscapes, etc. He is the author of "Easy Things to Draw," published by E. L. Kellogg & Co.

NEW YORK CITY.

THE death of Daniel S. Appleton, the fourth son of Daniel Appleton, the founder of the publishing house of D. Appleton & Co., removes another member of the famous house. He represented the house in London for a time; in this city he took charge of the manufacturing interests of the house, which are very large. He was held in high esteem.

DR. PAUL GIEIER, director of the New York Pasteur Institute, says that: To date 610 persons, having been bitten by dogs or cats, came to be treated. The animals which attacked 480 of these persons were not mad. Consequently the patients were sent back after having had their wounds attended. In 130 cases the antihydrophobic treatment was applied. All these persons are to-day enjoying good health.

THE use of reproduction of stories may be abused. They should only be permitted as a stepping stone to independent expression. Some teachers use them too much. The time comes when the children should leave them and express their own thoughts in their own way.

A NEW SCHOLARSHIP FOR THE UNIVERSITY SCHOOL OF PEDAGOGY.

Vice Chancellor MacCracken made the very pleasant announcement, last Saturday morning, that the "Louise Henriette Leclere Scholarship" of \$2,500, is completed. The income, which will probably yield \$125 yearly, will be given to Seniors in the school, who shall present the highest record. It has been established through the efforts of the Woman's Advisory Committee, by the pupils and friends of the highly esteemed teacher whose name it bears. The scholarship was endowed by the contributions of the following persons: Mrs. Alexander; Mrs. William Waldorf Astor; Mrs. Frederick Billings; Mrs. Edward C. Bodman; Miss Julia Bryant; Mrs. Peter M. Bryson; Mr. Charles Butler, in memoriam, Eliza Anna Butler; Miss Emily O. Butler; Mrs. William F. Cochran; Miss Anna P. Cochran; Mrs. C., In His Name; Miss Dortic; Miss Adele Dortic; Mrs. Henry Draper; Miss Ogden Jones; Miss F. Ogden Jones; Mrs. A. A. Low, in memoriam, Miss Harriette Low; Mr. Louis B. McCagg; Mrs. Charles A. Miller; Mrs. M. D. Ogden; Miss Susan Parish; Mrs. John E. Parsons; Mrs. Edward H. Ripley; Mrs. Elliot F. Shepard; Mr. E. B. Sheldon; Mrs. Alfred T. White. In making this announcement Dr. MacCracken said: "Out of forty or fifty statues in the parks and squares of New York, not one is to a teacher, not one is to a woman, but the 'Leclere Scholarship' is a monument to both a teacher and a woman, to one who has helped the best wealth of New York towards becoming the best mind and best heart. This University is grateful to the givers for taking us into partnership in setting up this memorial. We pledge the honor of the University to its maintenance so long as New York shall endure."

TEACHERS WANTED.—A lady is wanted for a training school near New York to take charge of a class of young teachers. The following qualifications are asked for: Age 25 to 35. College and normal graduate, able to teach methods and perhaps psychology. Salary, \$1200.

Principal for an academy in New York state, at once. Salary, \$750.

Normal and college graduates for graded positions, beginning January, 1891.

Address for particulars H. S. Kellogg, 25 Clinton Place, N. Y.

FOREIGN NOTES.

PRUSSIA.—A new law making elementary instruction obligatory came into force Oct. 1. Each child unless prevented by sufficient cause, must attend school from his sixth year to the age of fourteen. Parents and employees who are responsible for non-attendance are liable to fine. Attendance at religious lessons given after school hours can only be enforced in the case of those children who belong to a different religion from that of which the dogmas are ordinarily taught in school hours.

It has been shown that 46 per cent. of the pupils in Prussian schools are in classes where a single master has under him from 71 to 150 children. This disproportion is aggravated by the difficulty in obtaining teachers, the pay being very small.

AUSTRIA.—Two grammar school boys of Vienna who had failed in examinations shot themselves recently. A youth of eighteen, the son of a Hungarian judge, who was attending the military school founded by Maria Theresa, shot himself because he thought he had failed in an examination. In Vienna the suicide of school-boys is by no means a rare event, and a nervous dread begins to seize both teachers and parents when they are obliged to take the boys to task because they are not persevering enough.

A Christmas Holiday Tour to [Washington, D. C., under the Pennsylvania Railroad Company's Personally Conducted System.

The bustle and excitement which Christmas week carries with it makes many feel the need, as the end of the year draws nigh, for some little and needs-be inexpensive recreation. For several years past the Pennsylvania Railroad Company has run from New York, Brooklyn, and Jersey City a series of Christmas holiday pleasure tours to the national capital, Washington, at this season of the year living in an atmosphere of gaiety, and also at a time when sight-seeing can be enjoyed thoroughly. This company now announces that from New York, Monday, December 29, 1890, a special train of Eastlake coaches will leave for Washington, stopping at Philadelphia for dinner going, and supper returning. Tourists will remain in Washington, where special features for their entertainment have been provided, until December 31. The rate for the round trip, including railroad fare, hotel accommodations, and all necessary expenses, is but \$12.00, covering this delightful recreative tour of three days. A tourist agent, a chaplain, and a special baggage-master will accompany the party, and all those desiring detailed information, with a descriptive itinerary, should apply to W. W. Lord, Jr., tourist agent, 649 Broadway, New York.

That tired feeling disappears, and you feel active and strong after taking Hood's Sarsaparilla.

BOOK DEPARTMENT.

HOLIDAY BOOKS.

THE LIBRARY OF AMERICAN LITERATURE. By E. C. Stedman and E. M. Hutchinson. New York: Charles L. Webster & Co., publishers.

This is one of the few works which it is difficult to review, as no review of it can be adequate. The work itself must be seen and studied in order to appreciate the obligation under which the editors and publishers have placed the American people. It is not, as might be supposed, the mere throwing together of a number of selections from various authors, it is literally *all* that is worthy of preservation in our literature from 1607 to 1890. When we stop to contemplate the period embraced by these dates—a period covering the entire life of our nation—we realize the vast field over which the editor's work extended. The scholarly care which is manifested in the selection of what is most important and interesting in the somewhat prosy writings of our authors of the colonial and revolutionary period, is only equaled by the keen literary instinct necessary to have separated the wheat from the chaff in the great mass of books thrown upon the market during the past half century.

That this work would be ably done was assured from the first by the names of its gifted editors, and now that the work is finished, the unqualified endorsement of the press and of eminent men and women, and its enthusiastic reception by the reading public, leaves no doubt that every promise has been fulfilled. We have been informed that for so voluminous a work the demand has been unprecedented, which would indicate that it satisfactorily fills a real want. It appeals strongly to our patriotism, for a nation lives in its literature, which, unless it be imitative, reflects the character of thought of every period through which the nation passes. Here is the record of our patriotism, of our struggles for religious and political liberty, and here also we find depicted the daily life of our people, and the manner in which they are and were educated, cultivated, and amused. This work is particularly gratifying to our national pride, because for many years there was no broadly recognized, distinctively American literature; it was studied only as rather an insignificant off-shoot of the literature of England. We now see that America has had a literature characteristic of the time and country that produced it, from the earliest settlements to the present date. The last century, which has seen a few isolated colonies, exhausted by eight years' revolution, develop into a mighty nation, has also witnessed the growth of a national literature—a literature keeping pace with our wonderful material prosperity, and equally a matter of national pride and national importance. The work is as broad as our continent, and the selections as diversified as our national life. It is strictly a work for the whole people, not for a class, and is arranged to meet the requirements of all.

Appreciating the value of this work to those of limited incomes, and wishing to bring it within their reach, the publishers have adopted a manner of sale, which makes it easy for anyone desiring the "Library" to possess it. The entire set of eleven volumes is delivered on the payment of three (\$3.00) dollars and the remainder collected at the rate of \$3.00 a month, aggregating only ten cents a day. Surely this is a rare opportunity. While this work must commend itself to all lovers of good literature it is of special value to teachers, in fact indispensable to them.

A topical index, marvelous for its exactness and simplicity, is given in volume XI. Also succinct biographies of every author quoted. These biographies are by Arthur Stedman and are quite on a par with the rest of the work. Indeed they are worthy of being made a separate volume.

A word should be added to this inadequate notice of a great work, regarding the publishers' part. The paper and printing are excellent, the binding neat and strong, while the 160 rare steel and wood portraits add greatly to the value and beauty of the work. The specimen pages sent on application reflect the generous manner in which they are placing this book on the market. It is a pamphlet of 28 pages giving selections from the work, five specimen portraits, one of which is steel, and a synopsis of the entire eleven volumes, together with press reviews, comments of eminent men, etc. We cannot do better than refer the reader to this pamphlet.

THE SONG OF HIAWATHA. By Henry Wadsworth Longfellow, with illustrations from designs by Frederick Remington. Boston and New York: Houghton, Mifflin & Co. 242 pp. \$6.00.

This poem was first published in 1855 and became popular at once, and has retained its popularity ever since. The beauty of the Indian legends, the music and novelty of the versification, and the skill with which the theme was treated, all helped to add to the number of its readers. The poet could well afford to smile at the critics who charged plagiarism when he had such a strong hold on the people. We have never seen a finer edition of the poem than the present one; in fact, we believe it excels all that have gone before. The paper is of the best quality, the print large, and the binding copper colored leather with gilt lettering and designs. But the chief beauty of the book is in the illustrations. The frontispiece is a striking likeness of Longfellow, from a picture taken in 1854. Mr. Remington, the artist has allowed himself great freedom. He has made a series of pictures which have a basis of reality from his long and close study of the Indian in many situations, but are sometimes fanciful in treatment. Those acquainted with Indians and their ways will appreciate both the truth and the idealism of the full-page photo-

gravures. The pen-and-ink drawings in the margin are faithful representations of a large number of actual objects, in use among Indian tribes, or associated with their life. The artist has represented the Indian face and form in most every conceivable way, and if after reading the book the reader cannot picture Hiawatha and his friends in his mind it is his own fault. Copies of this magnificent edition will, during the holiday season, find their way to many homes.

THE PACIFIC COAST SCENIC TOUR. By Henry T. Finck. New York: Charles Scribner's Sons. 309 pp. \$2.50.

In this volume Mr. Finck describes the scenery of the Pacific coast from southern California to Alaska—a region about which much has been written, but each succeeding writer finds something new and interesting. Mr. Finck is an enthusiast in regard to California, but he does not allow his enthusiasm to warp his judgment, for he tells of the bad qualities of the climate and country as well as the good ones. He is frank enough to say that one often gets tired of sunshine in that "glorious climate California" and wishes that rain would come just for a change. As an experienced observer of many lands he is competent to pass judgment on this region and it is flattering to Americans that he pronounces it the finest place in the world for a residence. His powers of observation are acute, taking in not only the sublime but the minute. The mosses, ferns, vines, and flowers of the Yosemite are noted as well as the stupendous expanse of wall of El Capitan, Mirror lake, and Yosemite and Bridal falls. We should judge he is an enthusiastic botanist. He tells about Santa Catalina island, San Francisco Lake Tahoe and Virginia City, Mt. Shasta and Crater lake, Portland, the Columbia river, Oregon and Washington snow peaks, Puget sound, Alaska glaciers, Yellowstone park, the Grand canon, and many other things we haven't space to mention here. Many illustrations add to the attractiveness of the volume.

OVER THE TEACUPS. By Oliver Wendell Holmes. Boston and New York: Houghton, Mifflin & Co. 314 pp. \$1.50.

This is a series of papers that Dr. Holmes recently contributed to the pages of the *Atlantic Monthly*. Many of those who had the pleasure of reading them then, and many who did not, will be glad to see them in this form. "Over the Teacups" is written in the same vein as "The Autocrat at the Breakfast Table," "The Professor at the Breakfast Table," "The Poet at the Breakfast Table,"—works that are so full of quiet humor and genial philosophy that they have long been favorites with the public, and their reputation is likely to increase as time passes on. The brightness and freshness of the present work shows that the venerable author (than whom none other on this side of the Atlantic has inspired more personal affection among those who know him only through his books) in spite of his four score years has kept his heart young and his intellect unclouded. This is shown by the poems with which the volume is interspersed, including "Too Young for Love," "The Broomstick Train; or, The Return of the Witches," and "At the Turn of the Road." The work is replete with anecdotes, illustrations, and lively conversations, set forth in the charming style with which the readers of Holmes are so well acquainted. It will chase the blues away from many a despondent one and furnish wholesome mental food for thousands of households.

AGAINST HEAVY ODDS: A Tale of Norse Heroism. By Hjalmar Hjorth Boyesen, illustrated by W. L. Taylor. New York: Charles Scribner's Sons. 177 pp. \$1.00.

The motive and tone of this story are good, and when we say in addition that it is excellently told we have given a condensed summary of its qualities. The principal scene is at Finmark village on a bleak, wind-swept coast. The hero of the story is Ingomar Vang, a youth who has seen the fortunes of his father decline, and those of his rival, the unscrupulous Prebensen ascend. Ingomar seeks to rescue his father from poverty by the invention of a harpoon gun. The greater part of the story relates to his trials while seeking to have the invention patented. The story properly closes with the downfall of Prebensen and the triumph of the young inventor. The plot is simple, without any attempt at mystery, but the interest is well sustained to the end. The characters, moreover, are flesh and blood, and there are some choice bits of description here and there.

POCKET VOLUME OF SELECTIONS FROM THE POETICAL WORKS OF ROBERT BROWNING. London: Smith, Elder & Co., 15 Waterloo Place. 319 pp. 40 cents.

In this volume is found a great many of Browning's shorter and more popular poems with extracts taken from the longer ones. Many of them are gems in their way and will be appreciated by those who have a genuine taste for poetry. Among the best of these are "Incident of the French Camp," "The Boy and the Angel," "Time's Revenges," "The Statue and the Bust," "The Lost Leader," "How They Brought the Good News from Ghent to Aix," "Evelyn Hope," and others. A taste for Browning has to some extent to be acquired, and these brief poems will pleasantly introduce the reader to him, giving a desire to read his more pretentious works.

A FABLE FOR CRITICS. By James Russell Lowell. With vignette portraits of the authors de quibus fabula narratur. Boston and New York: Houghton, Mifflin & Co. 101 pp.

This poem was not composed for publication; it was only after solicitation on the part of friends that the author decided to give it to the public. It does not always conform strictly to the requirements of art,

rough places in the verse and defective rhymes occurring sometimes, but there is such a rich vein of humor running all through, and the characterizations of brother authors are so discriminating, and for the most part so just, that the perusal of the poem is attended with both pleasure and profit. There is one thing that will strike the reader forcibly, viz., the large number of authors among those mentioned by the poem whose popularity has waned. Many of them are not known now at all by the average reader. Those who are familiar with the recent portraits of Emerson, Bryant, Longfellow, Whittier, and Lowell, will scan with pleasure the comparatively youthful countenances presented in this book. It will make a very acceptable holiday present for admirers of Lowell, and the number is by no means small.

OUR OLD HOME. By Nathaniel Hawthorne. In two volumes. Boston and New York: Houghton, Mifflin & Co. \$4.00 to \$9.00.

In "Our Old Home" are included some impressions of Hawthorne while in England, and it is finished with all the grace of style of which the author was such a master. It opens with descriptions of consular experiences, in which are depicted the mode of life in such a post and the eccentric characters met with. Then he conducts the reader through many famous places in England—always with an eye for the beautiful and picturesque in nature and art, and with a human sympathy that makes his narrative very interesting reading. He tells about Leamington Spa, Warwick, Lichfield and Uttoxeter, Boston, Oxford, the homes of Burns and Shakespeare, London, and other places. A very discriminating sketch is drawn of Delia Bacon, with whose peculiar theories in regard to Shakespeare's plays the author had little sympathy. It is accompanied by a portrait of the distinguished woman. Of Shakespeare's haunts he gives a graphic description, but confesses incredulity as to the authenticity of many of the relics. The description of the home and haunts of Burns is a charming bit of writing, and will increase the reader's wonder at the poet's career—that a man could rise from such a lowly estate to so lofty a fame. The photographs include views of a street in Leamington, a Devonshire farmhouse, a bridge over the Avon, the room in which Shakespeare was born, Lichfield, St. Paul's, Lincoln, and Salisbury cathedrals, St. Botolph's tower, Burns' birthplace, London bridge, and many others. The frontispieces are portraits of the author and of Lord Nelson. The volumes are handsomely bound in red cloth, with gilt borders around the front covers, and gilt lettering and flowers.

FLOWER-FOLK. New illustrations in colors and in monotype, by Laura C. Hills, and New Verses, by Anna C. Pratt. New York: Frederick A. Stokes Company.

We have in this volume a personification of many of the more common flowers and plants, including the larkspur, daisy, pussy willow, crocus, dandelion, pansy, narcissus, rose, lilac, sweet pea, coreopsis, sweet william, honeysuckle, bachelor's button, morning glory, tiger lily, fox-glove, poppy, nasturtium, maple, trumpet flower, and others. The artist has introduced a wonderful variety of form, color, and posture of the figures to convey the sentiments of the different flowers. There are boys and girls decorated with the leaves and flowers of the plants they represent, in action or repose—dancing, expectant, reclining, pensive, demure. The artist has displayed great ingenuity, and to a large extent has been successful, in expressing the sentiments in graceful form and color. The pussy willow, crocus, rose, lilac, sweet william, morning glory, and others, are exquisite. The verses, too, are pretty and appropriate and add greatly to the charm of the book. The covers are very handsome, having circles of dancing children gloriously arrayed in the leaves and flowers of the field and forest. We picture to ourselves the delight the children will show on receiving this book for Christmas.

ELECTRICITY IN DAILY LIFE. With one hundred and twenty-five illustrations. New York: Charles Scribner's Sons. 288 pp. \$3.00.

This is the most complete popular presentation of the subject of electricity we have ever seen. Scientists acquainted with the applications of electricity to every-day uses have presented the various phases of the subject, as free from technicalities as possible. There are numerous illustrations of electrical appliances and many portraits of those who have gained fame by advancing the science, as Sir Humphrey Davy, Volta, Gauss and Weber, Ampere, Prof. Joseph Henry, Dr. Werner, Siemens, Farmer, Gramme, Dr. Crookes, Faure, Morse, and many others. Probably there are few outside the ranks of specialists who fully comprehend the multiplicity of uses to which this mysterious force (mysterious in spite of all we know about it) is put. The book begins by explaining some electrical terms and appliances and then proceeds to the consideration of electricity as a prime motor, invention of the dynamo-machine, electric railways, motors in large manufactories, rapid transit, electricity in lighting, the storage of electricity, the telegraph of to-day, receiving cable messages, telegraphing from a moving train, the making and laying a cable, electricity in naval warfare, in land warfare, in the household, and in relation to the human body, etc. This only gives a partial idea of the ground covered by this book. Those who wish to gain a knowledge of the applications of electricity—and they should include all who aspire to be liberally educated—should read the volume.

MUSIC FOR CHRISTMAS. Boston: Oliver Ditson Company, publishers.

Those who have charge of the musical part of Christmas festivities, concerts, and services, should not fail to obtain, at an early date, sample copies of the new publications now ready. "Mary's Stocking" is the title of a

pretty cantata for children, and it gives us an idea of Christmas in Sweden (twenty-five cents). "Christmas Joys" and "The Holy Christ-Child" are interesting services for Sunday-schools (five cents each). And among the pretty carols and songs are those known as "Songs of Bethlehem," a collection of nine (eight cents each), by Van de Water; beside an attractive list of new and old carols and songs, which, in this limited space, we cannot describe. The ever-welcome "Good Tidings, or Sailor Boys' Christmas" (twenty-five cents); "Christmas at the Kerchiefs" (twenty cents), and "Christmas Gift" (fifteen cents), are cantatas that will continue to be popular and enjoyable for years to come. We advise you to send immediately for a free descriptive catalogue. Any of the above-named publications mailed postpaid on receipt of price.

THE VISION SIR LAUNFAL. By James Russell Lowell. With designs by E. H. Garrett. Boston and New York: Houghton, Mifflin & Co., publishers. \$1.50.

This fine poem certainly has an appropriate setting in this handsome little book. "The Vision of Sir Launfal" has become a classic. Its descriptions of nature, its suggestiveness, and the deep moral lesson it teaches, commend it to all true lovers of poetry. It would be hard to find a prettier holiday gift-book than this, with its delicately-tinted paper, its beautiful full-page illustrations, the frontispiece being a portrait of the author taken many years ago. Its tasteful print on only one side of the sheet, and its red and white binding decorated with gilt lettering and designs.

TWO LOYAL LOVERS: A Romance. By Elizabeth Winthrop Johnson. New York: Frederick A. Stokes Company. 378 pp. \$1.00.

This is a story of the Civil war, and the ground which it covers has been pretty well worked over by novelist, poet, and dramatist, but nevertheless, the subject is one of unending interest, and will be serviceable for a long time to come. We are introduced to the chief characters in the Rivera, and in that charming Italian region, Nice, and other places, we become pretty well acquainted with them. The interest in the fortunes of the lovers, Jessie and Frank Graylands, all through those times from '61 to '65 that "tried men's souls," and tempers, and loyalty, and pocket-books, seldom flags until they are united after the close of hostilities. The historical part of the story is made subsidiary to the characters and their doings, as it certainly should be, and therefore instead of hindering, adds strength and interest to the narrative. Of course it is written from a Northern standpoint, but the Southern side of the question is not unrepresented. The book ought to, and we believe will, have a fair share of popularity.

IN SCRIPTURE LANDS. New views of sacred places. By Edward L. Wilson. New York: Charles Scribner's Sons. \$3.50.

The author has endeavored to make his descriptions free from the shallow sentiment of the superficial tourist, the narrowness of the enthusiast on the arbitrariness of denominationalism. He has embellished the volume with one hundred and fifty illustrations from pictures taken by himself. The modern traveler has this advantage that he does not have to rely on words alone for his descriptions, but by means of the camera can call the sunlight to his aid. Mr. Wilson says: "With the Holy Bible as my guide-book; with careful art training; with ardent enthusiasm for the picturesque as well as the historical; with a love for nature and human nature; with a camera fitted with a student's eye, and with perfect health and strength, I went at the task I set for myself." The Scripture places he visited are the land of Goshen, Sinai and the wilderness, from Mount Sinai to Mount Seir, Petra, the south country, Jerusalem, Calvary, from Judea to Samaria, Galilee, Nazareth, across Lebanon to Damascus, with others. It will be seen that a large part of the territory mentioned in the Bible is covered, necessitating much travel and labor, but we have ample assurance in the book that it was a labor of love. The author takes broad and liberal views of things and in his descriptions connects hoary antiquity with the present, making every chapter both instructive and highly entertaining. The reader wants to know how these celebrated places look to-day and when he sees here pictures of the plain of Thebes, the wells of Elim, Mount Sinai, Miriam's Well, Rachel's sepulcher, the cave of Adullam, the cave of Machpelah, Jericho, Jerusalem, Joseph's sepulcher, Mount Tabor, Tiberias, and other objects, he can form a vivid conception of the scenes where so many great events took place. Students of the Bible will find a rich intellectual feast in this volume.

LITTLE GIANT BOAB AND HIS TALKING RAVEN TAHIB. By Ingersoll Lockwood. Profusely illustrated, by Clifton Johnson. Boston: Lee & Shepard, publishers. Quarto, cloth, \$2.00.

The delight with which Mr. Lockwood's story "Little Baron Trump and his wonderful Dog Bulger" was received will be repeated when this charming book reaches the hands of the rising generation. The author has struck the chord that will make the whole world of little people kin. The youthful imagination revels in a world of the unreal, concerning itself with the doings of little folk, and if some one does not supply the material it will manufacture it itself. Mr. Lockwood's book reflects this youthful tendency in a very complete and satisfactory way. The story concerns the time of Queen Isabella about whom there has grown up such a world of romance. It was a time of magic, alchemy, and other mysterious occupations, making it just suited to the purpose of the writer. Boab is a child, who from his very infancy has wonderful muscular power—a sort of youthful Herou-

les, who goes about performing marvelous feats of strength and valor, taming horses, overcoming grown men, lifting heavy weights, moving heavy rocks, etc. Our young friends who know something of the intelligence of the raven will be surprised at the feats performed by this one. He accompanies Boab on all his expeditions and does things of such a wonderful nature that he contributes fully half of the interest of the narrative. The book does not lack pictorial attractiveness, for illustrations are numerous and appropriate.

OUTINGS AT ODD TIMES. By Charles C. Abbott, M. D. New York: D. Appleton & Co., 1890. 278 pp. \$1.50.

We have here a series of observations of nature made in winter, spring, autumn, and summer, by one who has such a genuine love for the various forms of animate and inanimate life that is contagious. He loves the woods and fields and describes beautifully their minutest detail, but the dart of a fish, the whirr of an insect, or the song of a bird diverts his attention immediately to the animate object. After reading a few of his sketches one wonders how the writer has observed so much and also why he himself has not seen more in his rambles. The effect of perusing this volume is to stimulate observation. Some of these sketches would make delightful supplementary reading in the schools, as they are written in a very direct and simple style, easily understood by children and charming to those of older years. The volume is bound in cloth of a delicate shade of green, with the title on the front cover in red and gilt letters intertwined with the branches of a tree.

THE KELP-GATHERERS. A story of the Maine coast. By J. T. Trowbridge. Boston: Lee & Shepard, publishers. 157 pp.

There is no more fascinating writer of stories for boys than Mr. Trowbridge. "The Kelp-Gatherers" is a characteristic story of adventures on the breezy Maine coast, in which two boys named Moke and Poke play a large part. They are twins who have been given these highly suggestive nicknames. There are other boys whose doings are described by the author with much humor, and with a genuine sympathy with a boy's feelings and aspirations. The young people will find it a very readable book.

SWITZERLAND. Story of the Nations Series. By Lina Hug and Richard Stead. New York and London: G. P. Putnam's Sons. 430 pp. \$1.50.

Among the many series of volumes in history, science, and literature, there are certainly none that rank higher for literary worth, artistic merit, and perfection of finish, than the "Story of the Nations" series. The historical student can scarcely afford to be without these volumes. In the story form the current of each national life is distinctly indicated, and its picturesque and noteworthy periods and episodes are presented for the reader in their philosophical relations to each other as well as to universal history. In spite of its small size Switzerland is one of the most interesting countries in Europe. Its hills, valleys, and lakes are full of romance; a confederation has been formed there (and maintained) by the intelligence and bravery of the people, that challenges the admiration of the world; the country is famed for its manufactured products, it stands in the front rank in education, and it is noted for the integrity of its people. Furthermore, there is further interest added by the fact that Switzerland is noted for grand scenery, and is visited by thousands of people every year. There is an excellent map in the volume, and illustrations, consisting of pictures of scenery, pottery, monuments, coins, standards, cities, persons, institutions, etc. Teachers ought to take an especial interest in this history, as Switzerland was the home of Pestalozzi; there is a fine picture in the book of that great educational reformer and his children.

A STUDENT'S HISTORY OF ENGLAND. Vol. I.—B. C. 55 to A. D. 1509. By Samuel Rawson Gardiner. London and New York: Longmans, Green & Co. 378 pp. \$1.20.

This history is intended for students who have an elementary knowledge of the main facts of English history, and aims to meet their needs by using plain language on the one hand, and by avoiding, on the other hand, a multiplicity of details. The author has drawn his materials from all the resources open to the modern historian, taking special pains to secure all the antiquarian information possible. This is embodied not only in the text, but in the illustrations; which, by the way, all through the book, display a beauty and a variety that we have not been accustomed to look for in a work on history. It only shows what a high place art has come to occupy in the making of modern books. Starting with the prehistoric period, we have a condensed summary of what is known of the cave-dwellers and the earlier Celts and Britains, with pictures of their weapons, pottery, etc.; then we pass to the Britons who left traces of their occupation in many parts of England and Scotland, and ample justice has been done to these, both verbally and pictorially. After this come tribes in which we are more interested than in any other—the Angles, Jutes, and Saxons, for they contributed more than all the others combined to the make-up of the English character, language, and literature. All those complex elements that have made the English people what they are have their place and due consideration, viz., the Danes, the Normans, feudalism, monarchy, the church, popular representation, the universities, etc. To an American this ought to be a most fascinating study, because so many of our institutions are a direct outgrowth of the English system. The author has truly made a history of the English people, giving a clear view of their home life and manners, as well as social

institutions and political changes. With this beautiful work in hand we fail to see how a class in English history could lack in enthusiasm.

CALENDARS.

THE WOMAN'S CALENDAR FOR 1891. Issued by the Woman's Literary Club, Dunkirk, N. Y. 25 cents; by post, 2 cents extra.

This is a very fine calendar, both from a literary and an artistic point of view. On the front cover is an embossed head of Novella, a professor in the University of Bologna in the fourteenth century, and on the back cover the monogram of the club. The extracts were carefully made from a volume in the British museum, by Mrs. Bessie Kidder Rathbun. One page is devoted to Christine de Pisan, the first woman to live by her pen. Mrs. Caroline H. Dall furnished quotations from Saritri, of India. The illustrations include views of Prof. Maria Mitchell's early home in Nantucket, the interior of H. H.'s parlor, and Mme. de Staël's home at Coppet. The frontispiece is from Angelica Kauffman's painting, "A Vestal Virgin."

ALL AROUND THE YEAR—1891. Designed in Sepiatint and color by J. Pauline Sunter. Boston: Lee & Shepard, publishers. Boxed, 50 cents.

This is really one of the prettiest and most unique calendars we have ever seen. It is printed on heavy cardboard (size, four and three-fourths by five and one-half inches), has gilt edges, and chain, tassels, and rings. In addition to the calendar for each month, each card contains a charming design and an appropriate sentiment in delicate tints and colors. The designs are mostly of chubby children in various scenes, drawn in the picturesque style of the artist. The publishers have surpassed all their previous efforts in getting up calendars, handsome as those calendars have been. It would make a fine ornament for the wall of any room.

NEW YORK CALENDAR—1891. New York: Frederick A. Stokes Company. 25 cents.

This consists of cards having blue, green, and cream tints as a background, each with the calendar of the month in one corner and the remainder of the space filled in with views of buildings and localities in New York City. The cards are held together by rings. Among the views are those of the Statue of Liberty, Grace church, City Hall, Academy of Design, Mills Building, Elevated railroad at 110th street, High Bridge, Fifth avenue, East river bridge, Central park, Trinity church, St. Paul's church, etc. It would make a fine gift to those living at a distance from the metropolis, giving them an idea of the principal features of the great city.

ANNOUNCEMENTS.

D. C. HEATH & Co. have published "Historiettes Modernes Recueillies et Annotées," par C. Fontaine, B.L., L.D.; "Abelle," par Anatole France, edited by Charles P. Lebon, and "Pierre et Camille," par Alfred de Musset, edited with English notes by O. B. Super, Ph. D.

G. P. PUTNAM'S SONS have among their latest publications "Little Venice and Other Stories," by Grace Denio Littlefield.

THOMAS Y. CROWELL publish an interesting book, "Brampton Sketches: Old Time New England Life," by Mary B. Claffin.

S. C. GRIGGS & Co. bring out an important scientific work, "The World Energy and its Self-Preservation," by William M. Bryant.

THE WORTHINGTONS announce the publication of "A Boy's History of the United States." It is brought down to the election of President Harrison. It will contain portraits of all the presidents.

A. LOVELL & Co. have just added Lamb's "Essays of Elia," with an introduction by Ernest Rhys, to the popular Camelot series.

HARPER & BROTHERS have prepared for publication a biography of "The Earl of Beaconsfield, K. G.," by J. A. Froude.

D. APPLETON & Co. have just published the fifteenth volume of their International Educational Series, being a treatise on "The Higher Education of Women," by Miss Helene Lange, of Berlin.

D. LOTHROP COMPANY will soon publish a new edition of "The Still Hour," the correction of the proofs of the additions he had made having been the last work of Prof. Austin Phelps, the author, before his death a few weeks ago.

ROBERTS BROTHERS announce for publication December 1: "Thine, not Mine: A Boy's Book," by William Everett; new editions of Mr. Everett's previous boy's books—"Changing Base" and "Double Play;" "Diary and Letters of Madame D'Arbly," revised and edited by Sarah C. Woolsey; "Poetical Work of Lord Broughton;" and "The Gamekeeper at Home," by Richard Jeffries.

The Shortest Way.

"Ever go the shortest way to work: Now the shortest is according to nature." It is self-evident that the shortest and most natural way to reach the sources of disease is by inhaling some vitalizing agent or remedy, which, breathed into the lungs in the same manner as the air, but richer in ozone, is absorbed into the blood and distributed over the whole body. Our experience of over 20 years, having treated 55,000 patients with the Compound Oxygen, has convinced us that this wonderful vitalizing agent meets all requirements. The medical faculty are generally averse to the use of advertised remedies. This adds still greater importance to the fact that over one thousand physicians are using it in their practice.

We are permitted to refer to numerous patients, whose names and testimonials are to be found in our brochure of 200 pages, giving a history of the discovery, nature, and results of Compound Oxygen. Numerous records of cures in all chronic diseases. Brochure sent free. Address DR. STANLEY & FALES, 1629 Arch St., Philadelphia, Pa., or 130 Sutter St., San Francisco, Cal.

THE PUBLISHERS' DESK.

Among the most valuable books for school and home reading are those charming travel stories, *Round the World with the Blue Jackets*, *The Midnight Sun*, *The Ice Zones*, *The Family Flight Series*. All among the *Light Houses*, by Mary B. Crowninshield. These are published by Messrs. D. Lothrop Co., of Boston, who also issue some fine illustrated history books and popular books on science and natural history, such as, *Curious Facts in United States History*. Our *Early Presidents*, *Story of the States*, *Far West Sketches*. A Strange Company, *The Fairyland of Chemistry*, and *My Wonder Story*.

Charles Dickens' works in the new Tavisstock edition are about as handsome a holiday gift as one could wish. Messrs. J. B. Lippincott Company, the publishers, have printed this from the plates of the best octavo edition on smaller and thinner paper, making a large 12mo, not too bulky for easy reading. The type is the largest and clearest of all the editions that have ever appeared, and the illustrations are all printed from the original steel plates.

Some of the new books published by Messrs. Houghton, Mifflin & Co., and which are particularly appropriate for the season, are: "The Song of Hiawatha," by Longfellow; illustrated with 22 full-page photogravures; "The Vision of Sir Launfal," by James Russell Lowell; an entirely new edition, with photogravure illustrations; "Our Old Home," by Nathaniel Hawthorne—holiday edition; "Over the Teacups," by Oliver Wendell Holmes; "Sidney," a novel, by Margaret Deland, and "Dr. LeBaron and his Daughters," by Jane G. Austin.

Hamilton W. Mabie, the popular editor of the *Christian Union*, is about as sure to give an entertaining description of "Our New England" as any writer who could be named. That he has done so in the volume under that title published by Messrs. Roberts Brothers of Boston, cannot be

gainsayed. The illustrations of familiar scenes are photogravures with remarks drawn by Frank T. Merrill. In oblong quarto, limp cover, with photogravure on Japanese paper, it makes an exceedingly attractive holiday gift book.

We have before us a copy of the *New York Ledger*, and our memory serves us as to what that paper was in 1850, forty years ago. At that time Robert Bonner published the best paper in the United States from a literary standpoint, also in its typographical appearance. To-day Robert Bonner's Sons keep up with modern times and publish a paper second to none, and while retaining the literary excellence of their father's time, present a modern dress embracing all of the newest improvements available for newspaper production at the present time. The pure and healthy tone which pervades all the fiction published in this paper in no way weakens the intense interest of the stories which they give to their patrons. To thoroughly appreciate the worth of this journal we would suggest that our subscribers avail themselves of their offer, published in this paper, of "Three Weeks for Ten Cents," and in this way make themselves thoroughly acquainted with what constitutes the modern *New York Ledger*.

Are you thinking about the holidays? Well what do you think of The Century Co.'s suggestions for Christmas? Here are some of them: *The Century Magazine*—a year's subscription; *The Century Dictionary*; "Abraham Lincoln: a history, by his private secretaries; "Battles and Leaders of the Civil War"; "The Autobiography of Joseph Jefferson," "Ranch Life and the Hunting Trail," by Theodore Roosevelt; Poems by R. W. Gilder; The Boys' Book of Sports, edited by Maurice Thompson; "Santa Claus on a Lark"—Christmas stories by Washington Gladden. A fine list to choose from. Surely you ought to hit somebody's taste, here.

Mr. E. H. Howland of school 89, and Miss M. A. McGovern of school No. 8, take occasion to express their cordial endorsement of the Christmas Pleasure Tour to

Washington inaugurated by the Pennsylvania Railroad for the benefit of New York school teachers. The little pamphlet issued for the occasion is a typographical gem.

Among the most attractive books of the day—and especially suitable and timely for the holidays now approaching—are the recent publications of Messrs. Houghton, Mifflin & Co. These include "Sidney," a novel, by Margaret Deland; "The Inverted Torch," poems, by Edith M. Thomas. "Legends and Lyrics," by John G. Whittier, and "Pastorals, Lyrics, and Sonnets," by William Wordsworth, two additional volumes in the White and Gold Series. Poems, and "A Russian Journey," by Edna Dean Proctor; "After the Ball," and "Her Lover's Friend," by Nora Perry; Miss Perry's Juvenile Books, "The Youngest Miss Lorton," and "A Flock of Girls," and last but not least, "A Summer in a Canon," by Kate Douglas Wiggin, author of "The Birds' Christmas Carol."

The more comfort, the better work, in a rule that holds good in study. The best chairs and desks help toward the most earnest and thorough study. This is one reason for the popularity of the Dovetailed School Furniture, manufactured by the Andrews Mfg. Co., whose Globes, Tellurians, Maps, Charts of all kinds, Blackboards, Dustless Erasers, and Crayons, are celebrated. This house has just published Goff's Historical Map of U. S. It is plain, incisive, and complete.

It is a source of much gratification to teachers and schools, to feel that reliability always characterizes the dealings of the Teachers' Agency of Miss E. Miriam Coyriere, at 50 Fifth Avenue, cor. 20th street, New York City. This agency furnishes American and foreign teachers, professors, and musicians, of both sexes, for universities, colleges, schools, families, and churches; carefully recommends choice schools to parents, and also attends to the selling and renting of school property, school furniture, and school supplies.

BEECHAM'S PILLS cure sick headache.

What is Catarrh

Catarrh is generally understood to mean inflammation of the mucous membrane of the head. It originates in a cold, or succession of colds, combined with impure blood. Flow from the nose, tickling in the throat, offensive breath, pain over and between the eyes, ringing and bursting noises in the ears, are the more common symptoms. Catarrh is cured by Hood's Sarsaparilla, which strikes directly at its cause by removing all impurities from the blood, building up the diseased tissues and giving healthy tone to the whole system.

N. B. Be sure to get

Hood's Sarsaparilla

Sold by all druggists. \$1; six for \$5. Prepared only by C. I. HOOD & CO., Apothecaries, Lowell, Mass.

100 Doses One Dollar



Children

always

Enjoy It.

SCOTT'S EMULSION

of pure Cod Liver Oil with Hypophosphites of Lime and Soda is almost as palatable as milk.

Children enjoy it rather than otherwise. A MARVELLOUS FLESH PRODUCER it is indeed, and the little lads and lassies who take cold easily, may be fortified against a cough that might prove serious, by taking Scott's Emulsion after their meals during the winter season.

Beware of substitutions and imitations.

TEACHERS' AGENCIES.

Teachers Co-Operative Association 70-72 DEARBORN ST. CHICAGO.

Established in 1884. Positions filled, 2300. Seeks Teachers who are ambitious for advancement rather than those without positions.

The New York League Teachers' Bureau,

E. L. MONROE, Manager, Coxsackie, New York.

This Bureau is an Associate Member of the

NATIONAL LEAGUE OF STATE TEACHERS' BUREAUS,

with Central Office at Des Moines, Iowa. FRANK E. PLUMMER, General Manager.

Enrollment in the New York Bureau entitles you to duplicate enrollment in each of the other State Bureaus of the League. Teachers and School Officers should address for circulars,

E. L. MONROE, Manager.

The New York League Teachers' Bureau, COXSACKIE, NEW YORK.

THE UNION TEACHERS' AGENCY.

[ESTABLISHED IN 1880.]

TEACHERS WANTED AT ONCE for good positions. Normal graduates preferred. Almost daily calls for teachers. Send stamp for application blank to

H. M. HARRINGTON Prop.,

52 Lafayette Place, New York

Having personally known Mr. Harrington for many years, I take great pleasure in commending him to my friends and patrons. Any business entrusted to his hands will receive prompt and careful attention. W. D. KERR, Late Manager Union Teachers' Agency, 52 & 54 Lafayette Place, New York City.

TEACHERS' AGENCY OF RELIABLE

American and Foreign Teachers, Professors, and Musicians, of both sexes, for Universities, Colleges, Schools, Families, and Churches. Circulars of choice schools carefully recommended to parents. Selling and renting of school property. SCHOOL FURNITURE and school supplies. Best references furnished. E. MIHAM COYRIERE, 50 Fifth Avenue, cor. 20th St., New York City.

AMERICAN AND FOREIGN Teachers' Agency

Introduces to colleges, schools, and families, superior Professors, Principals, Assistants, Tutors, and Governesses for every department of instruction; recommends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON,

American and Foreign Teachers' Agency, 23 Union Square, New York

For larger salaries, or change of location, address Teachers' Co-operative Association, 70 Dearborn Street, Chicago, Ill. Orville Brewer, Manager.

WOMAN'S EXCHANGE

Teachers' Bureau.

(FOR BOTH SEXES.)

Supplies Professors, Teachers, Governesses, Musicians, etc., to Colleges, Schools, Families, and Churches. Also Bookkeepers, Stenographers, Copyists and Cashiers to Business Firms.

Address Miss U. L. WERNER, 329 Fifth Ave., N. Y.

NO FEE FOR REGISTRATION. BEST FACILITIES. EFFICIENT SERVICE. LARGE BUSINESS.

not in collecting advance fees, but in providing competent Teachers with Positions.

VACANCIES Always on hand; great variety; many of the best. Form for stamp.

P. F. HUYSSOON, (Late R. E. Avery),

AMERICAN SCHOOL BUREAU, 2 W. 14th St., N. Y.

LADY TEACHERS WANTED!

The School and College Bureau, of Elmhurst, (Chicago), Ill., secured positions for lady teachers in 30 States, the past season. The salaries of these range from \$30 per month, to \$150 per year. This Bureau makes a special effort to assist lady teachers. Send for manual. Address,

C. J. ALBERT, Manager,

ELMHURST, ILL.

BRIDGE TEACHERS' AGENCY

110 Tremont St. BOSTON. ST. PAUL, MINN. Studio Building. Good teachers recommended to school officers. Good places for successful teachers. Circulars on application.

For best positions, address with stamps,

NORTHWESTERN TEACHERS' AGENCY,

PORTLAND, OR.

ANNOUNCEMENT.

The undersigned, having had nearly twenty-five years experience and business acquaintance with teachers and educators, and the Educational Institutions in the U. S., both public and private, proposes to establish **The New American Teachers' Agency**, headquarters at Cincinnati, O.

The endeavor of this Agency will be to furnish teachers and educators with accurate information as to vacancies and positions to be filled; also to furnish Boards of Education, Private Schools, Colleges and Employers of teachers, accurate and reliable information as to the merits of applicants for positions, always endeavoring to recommend the right teacher to the right place.

This new Teachers' Agency will have the advantage of new names, and be able to serve teachers applying to it, more promptly than those Agencies which have many applicants of long standing on their registers.

Its location near the center of population in the U. S. and the long acquaintance of its manager with the wants of teachers and employers all over the country, and the confidence manifested in its success, by hundreds of letters of endorsement, already received, lead the undersigned to hope for a liberal patronage from the Educational Public.

C. B. RUOGLES,

(Late Agent, D. Appleton & Co.)

237 Vine St., Cincinnati, Ohio.

Room C. Palace Hotel Block.

Nov. 1st, 1890.

SCHERMERHORN'S TEACHERS' AGENCY,

Oldest and best known in U. S.

Established 1855.

3 EAST 14TH STREET, N. Y.

N. Y. Educational Bureau,

25 Clinton Place, NEW YORK.

All the facilities of the proprietors for reaching principals and school officers are placed at the disposal of those who register with us. Send stamp for new registration blanks and circulars.

E. L. KELLOGG & CO., Proprietors,

H. S. KELLOGG, Manager.

The brightest, best, latest, cheapest, most beautiful, complete and practical.

SHEPPARD'S SCHOOL REPORTS.

Send stamp for samples.

Address, L. W. SHEPPARD, Ironton O.

CHARLES De SILVER & SONS,

INTERLINEAR CLASSICS.

"We do amiss to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON. *Virgil, Cicero, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis*, each to teachers, \$1.50. *Clark's Practical and Progressive Latin Grammar*: adapted to the Interlinear Series of Classics, and to all other systems. Price to Teachers, \$1.10. *Sargent's Standard Speakers, Frost's American Speaker, Pinckney's School Histories, Lord's School Histories, Manes's French Series*, etc.

Sample pages of Interlinears free. Send for terms and new catalogue of all our publications.

CHRISTMAS IS COMING.

Of course you will have some entertainments about Xmas time commemorative of the day, and as usual Flanagan has the largest assortment of Dialogues, Recitations, Songs, Cantatas, Plays, etc., specially prepared for this occasion. Send 50 cents to \$1.00 for a collection of books that must surely guarantee you a successful entertainment. Stencils, for blackboard, of Santa Claus and Merry Christmas will be sent for 15 cents.

CATALOGUE OF TROUBLE KILLERS.

72 pages. Nothing like it. Should be in the hands of every teacher who wishes to keep her school up to the highest standard of efficiency. Sent free.

A. FLANAGAN,

185 Wabash Ave., CHICAGO, ILL.

MERRY MELODIES The Freshest Music The Sweetest The Best Book.

For Schools. Now Published. A New Edition Published Every Two or Three Weeks! 48 good-sized pages. 15 cents per copy or \$1.65 per dozen, prepaid. TRY IT! No free samples.

Address, the publisher, S. C. HANSON, Also New Style Report Cards WILLIAMSPORT, IND. for 9 months \$1.00 per 1.00.

DEAR SIR: I shall be pleased to correspond with you on the subject of Penmanship and Book-keeping for your school. Respectfully yours,

A. W. Ellsworth

30 READE ST., NEW YORK.

Teachers can double their incomes by starting Meisterschaft Classes.

Teachers For full particulars address the MEISTERSCHAFT PUB. CO. BOSTON, MASS.

Incomes.

No. (G) 1102 Walnut Street, Philadelphia. PUBLISHERS OF

INTERLINEAR CLASSICS.

NEW YORK STATE Normal and Training SCHOOLS.

These schools are for residents of the State who intend to teach in the Public Schools of the State.

Diplomas of these schools are licenses for life to teach in the Schools of the State. The Fall Term begins the first Wednesday of September.

APPOINTMENT.—A person desiring to enter one of these schools should apply to his School Commissioner or City Superintendent who will forward a recommendation for appointment to the State Superintendent, and it will be sent by him to the school to which the appointment made.

ADMISSION.—A person must be at least 16 years of age, of good moral character, and pass an examination at the school entered in Arithmetic and Grammar, indicating that these subjects can be completed in a term of 20 weeks, also in Geography, Reading, Writing and Spelling but

A DIPLOMA from a College, High School, Academy, or Academic department of a Union School, a State Certificate, or a 1st or 2nd grade Commissioner's Certificate obtained in the uniform examination, will be accepted in lieu of Entrance Examination.

EXPENSES.—There are no expenses for tuition or of these of text books, and fare one way is refunded to each student spending an entire term of 20 weeks.

For particulars concerning the several schools send for circulars to the Principals as follows:

Brookport.....CHAS. D. MCLEAN, L.L.B.
Buffalo.....JAMES M. CARSEY, Ph.D.
Cortland.....JAMES H. HOOPER, Ph.D.
Fredonia.....F. B. PALMER, Ph.D.
Geneseo.....JNO. M. MILNE, A.M.
New Paltz.....FRANK S. CAPEN, Ph.D.
Oneonta.....JAMES M. MILNE, Ph.D.
Oswego.....E. A. SHELTON, Ph.D.
Plattsburgh.....FOX HOLDEN, L.L.B.
Potsdam.....THOM. B. STOWELL, Ph.D.

Persons graduating from teachers' training classes, hereafter organized, and bringing a second-grade certificate of proficiency from the principal of the school where the work was performed, will be credited with the following subject matters complete for the Normal Courses: Arithmetic, Grammar, Descriptive and Political Geography, American History and Civil Government.

NATHANIEL JOHNSON,

Manufacturer of

CHURCH AND SCHOOL FURNITURE,

Reversible Settees for Sunday-Schools,

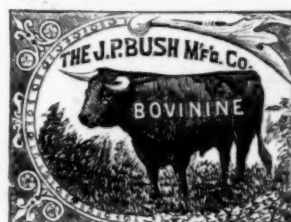
Pews for Churches, Pulpits, etc.,

127 CLINTON PLACE,

W. 8th St., near 6th Ave.

NEW YORK.

READERS will confer a favor by mentioning SCHOOL JOURNAL when communicating with advertisers.



BOVININE

A CONDENSED FOOD

PURE BLOOD and PERFECT NUTRITION are necessary for good health. **BOVININE** a preparation of the juices of lean raw meat, carefully selected, contains all the elements for making new and pure blood, and giving perfect nutrition to all the organs of the body. For this reason, weary brain and hand workers derive the greatest benefit from **BOVININE** which furnishes in abundance the nourishment so eagerly absorbed by the starving nerve centers.



BETTER NEWS TO LADIES

and All Lovers of Fine Teas

THE CHOICEST EVER IMPORTED. NOTHING LIKE IT EVER KNOWN IN QUALITY, PRICES, PREMIUMS AND DISCOUNTS.

A CHANCE OF A LIFE-TIME. GET PREMIUM NO. 27.

Latest and Best Inducements offered in Premiums and Discounts to introduce and get orders for our New Teas Just Received, which are Picked from the Select Tea Gardens of China and Japan, none but the Highest Grade Leaf being used. All guaranteed absolutely Pure. Handsome New Premiums of Imported China, Lamps, &c., given away with orders of \$10.00 and upwards, or discounts made if preferred. Good Teas 30, 35 & 40c. Special—We will send by mail a Trial Order of 1/4 lbs. of our very Fine Teas on receipt of \$2.00. When ordering be particular and state if you want Formosa or Amoy Oolong, Mixed, Young Hyson, Gunpowder, Imperial, Japan, English Breakfast or Sun-Sun Chop. No Humbug. Remember we deal only in Pure Goods. Send at once for a Trial Order to the Old Reliable and enjoy a cup of Good Tea. For particulars address The Great American Tea Co., 21 and 23 Vesey St., New York, N.Y. P.O. Box 287



INFANTILE SKIN AND SCALP DISEASES CURED BY Cuticura

EVERY HUMOR OF THE SKIN AND SCALP of infancy and childhood, whether torturing, disfiguring, itching, burning, scaly, crusted, pimply, or blotchy, with loss of hair, and every impurity of the blood, whether simple, scrofulous, or hereditary, is speedily, permanently, and economically cured by the CUTICURA REMEDIES, consisting of CUTICURA, the great Skin Cure, CUTICURA SOAP, an exquisite Skin Purifier and Beautifier, and CUTICURA RESOLVENT, the new Blood and Skin Purifier and greatest of Humors Remedies, when the best physicians and all other remedies fail. Parents, save your children years of mental and physical suffering. Begin now. Delays are dangerous. Cures made in childhood are permanent.

Sold everywhere. Price, CUTICURA, 50c.; SOAP, 25c.; RESOLVENT, \$1. Prepared by Potter Drug and Chemical Corporation, Boston, Mass. Send for "How to Cure Skin and Blood Diseases."

Baby's skin and scalp purified and beautified by CUTICURA SOAP.

Kidney pains, backache, and muscular rheumatism relieved in one minute by the celebrated CUTICURA KIDNEY-PIAN PLASTER. 25c.



FACIAL-BLEMISHES

The largest Establishment in the World for the treatment of Hair and Scalp, Eczema, Moles, Warts, Superficial Hair, Birthmarks, Red Pimples, Wrinkles, Red Nose, Red Veins, Oily Skin, Acne, Pimples, Blackheads, Barber's Itch, Scars, Pitting, Powder Marks, Bleaching, Facial Development, Hollow or Sunken Cheeks, etc. Consultation free at office or by letter. 186 page book on all skin and scalp affections and their treatment, sent free to any address on receipt of 10c. JOHN H. WOODBURY, Dermatologist, 125 West 42d St., New York City.

WOODBURY'S FACIAL SOAP for the Skin and Scalp, at Druggists or by mail, 50 cents.

GRATEFUL—COMFORTING.

EPPE'S COCOA

BREAKFAST.

By a thorough knowledge of the natural laws which govern the operations of digestion and nutrition, and by a careful application of the fine properties of well-selected Cocoa, Mr. Eppe has provided our breakfast tables with a delicately flavoured beverage which may save us many heavy doctors' bills. It is by the judicious use of such articles of diet that a constitution may be gradually built up until strong enough to resist every tendency to disease. Hundreds of subtle maladies are floating around us ready to attack wherever there is a weak point. We may escape many a fatal shaft by keeping ourselves well fortified with pure blood and a properly nourished frame."—Civil Service Gazette.

Made simply with boiling water or milk. Sold only in half-pound tins, by Grocers labelled thus: JAMES EPPE & CO., Homeopathic Chemists, London, England.

The woodpeckers afford another example of the adaptation of structure to the kind of life which the bird is intended to lead. They feed exclusively on insects, which they find within the tree, either under the bark, or more deeply buried in the wood. In order to enable the woodpecker to procure these insects, its beak is exceedingly strong, sharp, and straight. Its legs are short, set rather far back, and the claws have great power of grasp. When it feeds, it runs over the tree-trunk, tapping it here and there, until it comes to a spot which its instinct tells it is likely to contain insects. It then holds firmly by its claws, and showers its blows with such rapidity that they sound almost like the roll of a drum. As soon as a hole is made, the bird rapidly picks up all the insects that are within reach of its beak, and having secured these, brings its tongue into play. The reader may remember that the tongue of the humming-bird is so constructed that it can be thrust out to a considerable distance. That of the woodpecker is even more remarkably developed; and with its aid the bird can capture the insects concealed in the furthest recesses of the bark or the wood itself. These birds never burrow into sound wood; for their instinct tells them that insects are not to be found there.

A Chance to Make Money.

I bought one of Griffith's machines for plating with gold, silver or nickel, and it works to perfection. No sooner did people hear of it than I had more spoons, knives, forks and jewelry than I could plate in a month. The first week I cleared \$31.30, the first month \$167.85, and I think by July first I will have \$1,000 cash, and give my farm considerable attention, too. My daughter made \$27.40 cents in four days. Any person can get one of these machines by sending \$3. to W. H. Griffith & Co., Zanesville, Ohio, or can obtain circulars by addressing them. You can learn to use the machine in one hour. As this is my first lucky streak, I give my experience, hoping others may be benefited as much as I have been. Yours truly,

M. O. MOREHEAD.

There are many kinds of woodpeckers in different parts of the world. A remarkable example is the ivory-billed woodpecker, whose beak is so powerful that it has been known to cut to pieces a mahogany table to which the bird had been tied.

The wrynecks, although they do not possess the powerful beak which distinguishes the woodpeckers, have the tongue quite as extensible, and equally fitted for probing the recesses of the bark. Our species is an early migrant, and in some places goes by the name of cuckoo's knave, or servant, because it precedes the cuckoo by some days. Its peculiar jarring cry is quite as easily recognized as that of the cuckoo. The name of wryneck is given to these birds because, when searching for food, they have a habit of twisting their necks as if bones were of no consequence.

IMPORTANT.

When visiting New York City, save baggage, Express and Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot.

600 Handsomely Furnished Rooms at \$1 and upwards per day, European plan. Elevators and all Modern Conveniences.

Restaurants supplied with the best. Horse cars, stages, and elevated railroads to all depots. You can live better for less money at the Grand Union Hotel than at any other first-class hotel in the City.

A fine Newfoundland dog and a mastiff had a fight over a bone, or some other trifling matter. They were fighting on a bridge, and being blind with rage, as is often the case, over they went into the water. The banks were so high that they were forced to swim some distance before they came to a landing-place. It was very easy for the Newfoundland dog; he was as much at home in the water as a seal. But not so with poor Bruce. He struggled and tried his best to swim, but made little headway. Old Bravo, the Newfoundland, had reached the land, and turned to look at his old enemy. He saw plainly that his strength was failing, and that he was likely to drown. So what should he do but plunge in, seize him gently by the collar, and, keeping his nose above water, tow him safely into port. It was curious to see the dogs look at each other as they shook their wet coats. Their glances said plainly as words, "We will never quarrel any more."—North Carolina Presbyterian.

Pico's Remedy for Catarrh is the Best, Easiest to Use, and Cheapest.

CATARRH

Sold by druggists or sent by mail. 50c. E. T. Haseltine, Warren, Pa.

By All Odds

The most generally useful medicine is Ayer's Pills. As a remedy for the various diseases of the stomach, liver, and bowels, these Pills have no equal. Their sugar-coating causes them not only to be easy and pleasant to take, but preserves their medicinal integrity in all climates and for any reasonable length of time. The best family medicine, Ayer's Pills are, also, unsurpassed for the use of travelers, soldiers, sailors, campers, and pioneers. In some of the most critical cases, when all other remedies have failed,

Ayer's Pills

prove effective.

In the summer of 1864 I was sent to the Annapolis hospital, suffering with chronic diarrhea. While there, I became so reduced in strength that I could not speak and was compelled to write everything I wanted to say. I was then having some 25 or 30 stools per day. The doctors ordered a medicine that I was satisfied would be of no benefit to me. I did not take it, but persuaded my nurse to get me some of Dr. Ayer's Pills. About two o'clock in the afternoon I took six of these pills, and by midnight began to feel better. In the morning the doctors came again, and after deciding that my symptoms were more favorable, gave me a different medicine, which I did not use, but took four more of the pills instead. The next day the doctors came to see me, and thought I was doing nicely, (and so did I). I then took one pill a day for a week. At the end of that time, I considered myself cured and that Ayer's Pills had saved my life. I was then weak, but had no return of the disease, and gained in strength as fast as could be expected."—F. C. Luce, Late Lieut. 6th Regt. Mass. Vol. Infantry.

"Ayer's Pills are

The Best

I have ever used for headaches, and they act like a charm in relieving any disagreeable sensation in the stomach after eating."—Mrs. M. J. Ferguson, Fullers, Va.
"I was a sufferer for years from dyspepsia and liver troubles, and found no permanent relief until I commenced taking Ayer's Pills. They have effected a complete cure."—George W. Mooney, Walla Walla, W. T.

Ayer's Pills,

PREPARED BY

DR. J. C. AYER & CO., Lowell, Mass.

Sold by all Druggists and Dealers in Medicine.

CALL AT THE DENTAL ROOMS

OF

Dr. W. J. STEWART,

362 West Twenty-third Street,

If your teeth are needing attention. Reliable Work. Moderate Charges. Plastic filling for broken down and sensitive teeth, a specialty. Refers to A. M. Kellogg, Editor SCHOOL JOURNAL.

\$75.00 to \$250.00 A MONTH can be made working for us. Persons preferred who can furnish a horse and give their whole time to the business. Spare moments may be profitably employed also. A few vacancies in towns and cities. B. F. JOHNSON & CO., 300 Main St., Richmond, Va.



BUCKEYE BELL FOUNDRY.

Bells of Pure Copper and Tin for Churches, Schools, Fire Alarms, Firms, etc. FULLY WARRANTED. Catalogue sent free.

VANDUZEN & TIFT, Cincinnati, O.



MENEELY & COMPANY,

WEST TEJO, N. Y. BELLS,

For Churches, Schools, etc., also Chimes and Pells. For more than half a century noted for superiority over all others.



McSHANE BELL FOUNDRY.

BALTIMORE, MD.

Best quality Copper & Tin BELLS

For Churches, Schools, &c. Also Chimes and Pells. Name this paper.

BOOKS FOR SCHOOL LIBRARIES.

We now are ready to supply suitable books for School Libraries. School Officers and Teachers who wish to start or add to their School Libraries, are requested to send 6 cts. in stamps for the most valuable aid yet issued, called 1000 BEST BOOKS FOR SCHOOL LIBRARIES. This is a classified catalogue, contains 64 pp. Books suitable for different grades indicated. Big discounts for quantities. A descriptive list of books with prices. This list is probably the best selection of the size made, and is graded to suit the age of the reader, and also classified into subjects.

E. I. KELLOGG & CO Educational Publishers
NEW YORK AND CHICAGO.

TEACHERS OF THE CLASSICS

will be glad to learn that we have recently published some text-books in Latin and Greek, in harmony with, and adapted to, the latest and most approved methods of instruction. Our recent *texts* not only embody the results of the latest classical research, but are made more interesting and instructive by the addition of artistic illustration.

HARKNESS'S EASY METHOD FOR BEGINNERS IN LATIN.

By ALBERT HARKNESS, Ph.D., LL.D. \$1.20.

This volume is not a mere companion to the Grammar, but a practical guide for the pupil in the work of reading and writing Latin. The very first lesson, without a word of grammar, introduces the learner to complete Latin sentences with verb, subject and object. The work is at once a Book of Latin Exercises, a Latin Reader and a sufficient Grammar for the beginner.

LINDSAY'S SATIRES OF JUVENAL.

By THOMAS B. LINDSAY, Ph.D. \$1.00.

Among the distinctive features of the carefully prepared text are; freedom from anything that has made the reading of Juvenal in mixed classes objectionable; a selection of the most important various readings placed at the bottom of each page; free use of artistic and descriptive illustrations in both text and notes; a commentary that aims to explain all real difficulties briefly and clearly.

COY'S GREEK FOR BEGINNERS.

A companion to the Hadley-Allen Greek Grammar; an introduction to either Coy's First Greek Reader or Xenophon's Anabasis. By EDWARD G. COY, M.A. \$1.00.

Based on "Coy's Mayor's Greek Lessons," with numerous and extensive changes. The design of the work is to build up a student's knowledge of Greek upon the foundation of his knowledge of English and Latin; no Greek words are used in the earlier part of the work excepting such as have connections either in English or Latin.

HARPER'S INDUCTIVE METHOD.

HARPER'S INDUCTIVE GREEK METHOD. By Prof. WM. R. HARPER, Ph.D., Yale University, and WILLIAM E. WATERS, Ph.D., Cincinnati, Ohio. \$1.00.

HARPER'S INDUCTIVE LATIN METHOD. By Prof. WM. R. HARPER, Yale University, and ISAAC B. BURGESS, A.M., Instructor in Latin, Boston Public Latin School. \$1.00.

The method here employed for beginning the study of Greek and Latin is that followed by Professor Harper with such signal success in his classes at Chautauqua and elsewhere. A sentence of the original text is first placed before the pupil. The pronunciation and exact translation of each word are furnished him. With the aid which the teacher gives him in advance, and with the material given in the book, he thoroughly masters the words and phrases of this sentence or section. His knowledge is tested by requiring him to recite or write the Greek or Latin sentence, as the case may be, with only the translation before his eye. With this as the foundation, and with adequate notes, the words are transposed and introduced in various relations, care being taken to prevent the memorizing of the Greek or Latin text without a clear idea of the force of each word, and by thus following a thoroughly-inductive method a knowledge of the language is obtained in much less time than that usually required.

Copies mailed, postpaid, on receipt of price. Send for full descriptive circulars, price-list, etc.

AMERICAN BOOK COMPANY,

NEW YORK.

CINCINNATI.

CHICAGO.

BOOKS PUBLISHED IN NOVEMBER.

In the Students' Series of English Classics, In the Students' Series of Latin Classics,

MATHEW ARNOLD'S

SOHRAB AND RUSTUM.

An Introduction to the Writings of John Ruskin.

SALLUST'S CATALIINE,

Miller's Latin Prose for Colleges.

BOOKS TO BE READY IN DECEMBER.

Well's College Algebra,

Steele's Rudimentary Economics,

Macaulay's Second Essay on the Earl of Chatham,

Lord's Livy Books XXI and XXII.

LEACH, SHEWELL & SANBORN, Publishers,

34 Harrison Ave. Extension, Boston. 16 Astor Place, New York.

CHRISTOPHER SOWER CO.,

Late Sower, Potts & Co., PHILADELPHIA.

THE NORMAL EDUCATIONAL SERIES.

Dr. Brooks's Normal Mathematical Course.

1. Standard Arith. Course, in Four Books.

2. Union Arith. Course, in Two Books, combining Mental and Written.

Brooks's Higher Arithmetic.

Brooks's Normal Algebra.

Brooks's Geometry and Trigonometry.

Brooks's Philosophy of Arithmetic.

Manuals of Methods and Keys to the above.

Montgomery's Nor. Union System of Indust.

Drawing.

Lyte's Bookkeeping and Blanks.

Send for Specimen Pamphlets of
Les Poetes Français du XIX^{me} Siecle.
Les Antonymes de la Langue Française.

And Paul Bery's French Text-books to

WILLIAM R. JENKINS

French Publisher and Bookseller

851 & 853 Sixth Avenue, NEW YORK.

Schools furnished.—Catalogues on application.

IN THE KINDERGARTEN

For October begins the special lessons for Primary Sunday Schools, by Anna F. Bryan. The spirit and practical work in these lessons should be familiar to every Sunday School Teacher. Aside from these the number will be rich in articles that contain wise helps for every one having the care of little children.

Alice B. Stockham & Co., 161 La Salle St. Chicago

CIRCULAR CATALOGUE XI.

ON

Mechanics,
Machinery,
Manufactures, etc.
75 PAGES.

This CATALOGUE contains full titles of books with press and other notices and descriptions of the same. It is neatly printed and put up in paper covers, and will be sent free by mail to any one ordering it.

JOHN WILEY & SONS,
53 E. 10th Street, New York City.

Second door west of Broadway.

MEMORY.

An efficient system of memory development by Chas. G. Leland, F.R.S.L., etc., in six manuals:

I. The Mastery of Memorizing.

II. Quickness of Perception.

III. Ear Memory and Eye Memory.

IV. The Study of Languages.

V. Memory and Thought.

VI. Memory Training of the Young.

Specimen pages and an address on the system mailed on receipt of ten cents.

JAS. P. DOWNS, Publisher, 248 Broadway, N. Y.

READERS will confer a favor by mentioning the SCHOOL JOURNAL when communicating with advertisers.

MONTIETH'S

SCHOOL and FAMILY ATLAS

DESCRIPTIVE, HISTORICAL AND STATISTICAL.

ILLUSTRATED WITH NUMEROUS ENGRAVINGS.

By JAMES MONTEITH, author of *School Geographies*.

JUST PUBLISHED. PRICE, \$3.50.

This last production of the famous Geographer will be heralded with delight by teachers and scholars who have pursued the study of Geography under the guidance of MONTEITH'S text-books, as well as by families desiring a complete standard atlas at a reasonable price.

A. S. BARNES & CO., 751 Broadway, N. Y.

TREASURES for TEACHERS.

For School Music Teachers:

SONG MANUAL. Books 1 2 3
20c. 40c. 50c.
Complete Course in Music Reading. Per doz. \$3. \$4.20, \$4.50

UNITED VOICES. 50 cents. \$4.80 per doz.
Song Collection. All by L. O. Emerson.

For High Schools:

SONG GREETING. By L. O. Emerson. 60c.
\$6.00 dozen.
A good book, with the best of music.

For Piano Teachers and their Pupils:

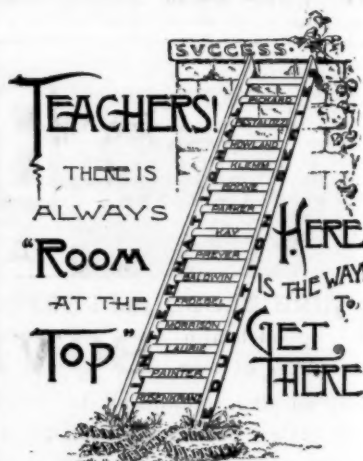
Each \$1.00.
Young Players' Popular Cell'n. 51 pieces.
Young People's Classics. 52 pieces.
Popular Dance Collection. 66 pieces.
Fairy Fingers. 38 pieces.
Classical Pianist. 43 pieces.
Piano Classics. Vol. 1. 44 pieces.
Piano Classics. Vol. 2. 31 pieces.
Sabbath Day Music. 38 pieces.
Classic 4-hand Collection. 19 duets.
Operatic Piano Collection. 19 Operas.

CHOIR LEADERS use large quantities of our OCTAVO MUSIC. 7000 different Sacred and Secular Selections, Glee, Quartets, Anthems, &c., &c. Price generally not more than 6 to 8 cts. per copy, and a few dollars will buy enough for a society or choir. Send for Lists.

Books and Music mailed for Retail Price.

OLIVER DITSON COMPANY, Boston.

C. H. DITSON & CO., 867 Broadway, New York.



15 VOLUMES NOW READY.

FOR FULL PARTICULARS, ADDRESS

D. APPLETON & Co., Publishers,
1, 3, & 5 Bond St., NEW YORK.

KINDERGARTEN

AND SCHOOL
SUPPLIES

J. W.
SCHERMERHORN & CO.
3 EAST 14th STREET,
NEW YORK.

Minerals,
Rocks,
Fossils,
Casts of Fossils,
Geological
Relief Maps.

Ward's Natural Science Establishment.

MINERALOGY, GEOLOGY, PALEONTOLOGY ZOOLOGY, OSTEOLOGY, ANATOMY.

Send for Circular.

ROCHESTER, N. Y.

Stuffed Animals
and Skins,
Mounted
Skeletons,
Anatomical Models,
Invertebrates.